

THE CAPITOL AT WASHINGTON, D. C.



AN  
ELEMENTARY HISTORY OF  
THE UNITED STATES

*by*

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## PREFACE

In the preparation of this text-book the need of the child has been kept constantly in mind. It is not uncommon to find histories, intended for children, that contain much matter in a little space while the child requires a little matter in much space. This book has been written with the thought of giving the child the proper perspective of our nation's history and with this thought the important events have been told connectedly and in detail. Material unsuited to the understanding of the child has been omitted. The old method of passing over the same subject two or three times in the grades, each time enlarging on the subject, has been avoided.

This text is in harmony with the modern idea of the interpretation of events rather than a bald statement of facts. The European background has been kept in mind and an intelligent and helpful use of this knowledge appears in appropriate places throughout the book. Proper emphasis has been placed on the importance of the development of the west and of the great Mississippi Valley. Military details have been either omitted or lightly passed over, as the horrors of the battle-field are unsuited to the child that we would rear in the atmosphere of peace.

The illustrations have been selected because of their historical and cultural value. Only those pictures that are helpful and inspiring have been introduced. The two colors by the duotype process have been employed because a beautiful book in the hands of a child, one that he owns and handles every day, will have a greater influence for good upon his character than many pictures placed upon the walls.

It is a pleasure to acknowledge my indebtedness to those who have assisted me by their helpful suggestions and criticisms.

SIBYL DUNN WARDEN.

Oklahoma City, Oklahoma.

TO THE BOYS AND GIRLS WHO  
ARE SOON TO LEND A HAND IN  
SHAPING THE FUTURE DESTINIES  
OF OUR COUNTRY, THIS BOOK IS  
DEDICATED.



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## DISCOVERY

### THE VEIL BETWEEN THE OLD WORLD AND THE NEW

Our loved America, lying midway between Europe and Asia with the waters of the Atlantic lashing its eastern shore and those of the Pacific bathing its western shore, is the same continent that it was when no civilized man knew of its existence. All unknown it lay, stretching from the Arctic almost to the Antarctic Circle with a width of over three thousand miles from its eastern to its western coast. The same great rivers ran through its valleys, the same mountain tops were kissed by the morning suns and the same valleys were bathed with the evening dews but they were nameless for no one had as yet seen them to give them a name.

It is indeed strange how our country came to be found but there is no myth connected with it as there is with many of the countries of the Old World. There is a reason why everything happened just as it did. The people of the Old World used to get spices and jewels and silks from India by caravans, but the Turks had grown so powerful that they would not allow these precious goods to

cross their country and so the people of Europe were forced to seek some other way of reaching India. It was not known whether the earth were really round or flat. Some said that if the earth were round and they should sail to the other side that they could never sail up again, and others



MAP OF CARAVAN ROUTES

feared that if it were flat that they might sail over its edge. These fears now seem very strange to us since we have sailed around the world.

Long before Columbus lived there was a wise man who said, "The world as known to us is really an island lying in the midst of the Atlantic. Probably there are other similar worlds, some larger than ours, separated from it by the sea." But the



people of the Old World were so busy with their wars and with their work in their own countries that they had not listened to the words of the wise old man. As the years passed people became more and more anxious to reach the eastern coast of Asia and to carry back to their own country the treasures of far away India. There must be found a shorter route to India and sailors were now willing to risk their lives to find it. The terrors of the sea were now forgotten in the one desire to win the glory of finding this shorter way.



THE WORLD AS THEN KNOWN

## SUGGESTIONS

Locate on your map or globe the Old World.

Show how people used to go from Europe to India.

Explain what caravan means.

Who are meant by the Turks?

Difficult words—continent, treasures, terror, civilized, myth.

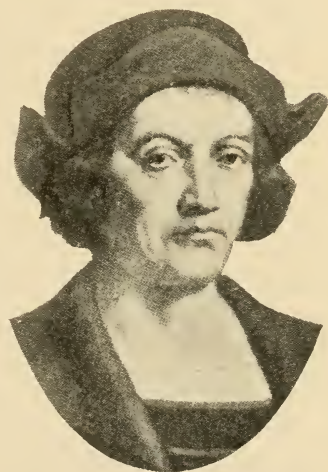
## SOMETHING TO REMEMBER

A waterway to India was sought because the people of Europe wanted to trade with the people of India, and the Turks would not allow them to go by land.

## CHRISTOPHER COLUMBUS

*He Discovered the New World and Knew It Not*

Everyone who accomplishes any truly great thing must have had preparation for doing that thing. This is true of Christopher Columbus. We are told that even when he was a small boy, he was fond of the water, and that when fourteen years of age he began to sail on the sea. When he was a young boy he helped his father at the wool combing business at Genoa in Italy, but later, when he became a man, he made his living by drawing charts and maps when he was not making voyages on the ocean. He had two brothers and a sister, all younger than himself.



CHRISTOPHER COLUMBUS

When he was a young man he went to Portugal to live. Prince Henry, the son of the king of Portugal, was greatly interested in navigation. He founded a naval college and secured the help of the most learned professors of navigation. It was not long until the Portuguese seamen became noted

for their long voyages for they had been taught to use the compass and an instrument called the astrolabe by which they could tell how far they were from the equator by finding the altitude of the sun. Prince Henry believed that the eastern coast of Asia could be reached by sailing around the southern point of Africa, but he did not think that Africa extended as far south as it really does. It was not until after his death that a voyager, Vasco Da Gama, really did sail around the Cape of Good Hope. Prince Henry did so much for navigation that the discoveries of his seamen along the coast of Africa were the wonder of the world. He has been called the prince who had "the talent to do good." The great interest among the Portuguese in navigation only helped to enthuse Columbus in his plans. His ideas differed from those of Prince Henry for he believed that he could sail directly west and reach eastern Asia.

While Columbus lived at Lisbon, the Portuguese capital, he attended religious services at a little chapel where he met the lady, Dona Felipa, who afterwards became his wife. Her father had been a famous navigator under Prince Henry and all his charts were given to Columbus. In this way he had an opportunity to know what the Portuguese had done, but he was not inclined to copy after them for he had original ideas which he wanted to prove. He had eagerly read and studied about the then known world and he believed that

only a short voyage to the west would bring him to the eastern shore of Asia. He felt that it was now his duty to try to know the truth about the earth and the proposed shorter way to India. He was too poor to undertake it without help so he decided to ask the ruler of some country to aid him, for truly it seemed to him an undertaking worthy of any king.

### SUGGESTIONS

Locate on a globe or map the following countries: Italy, Portugal, Spain.

Find the Cape of Good Hope; also find India.

Show how the caravans used to go from India to Europe.

Make a list of the articles that the caravans brought to the Black Sea.

Difficult words—preparation, navigation, astrolabe, compass, mariner.

### SOMETHING TO READ

The True Story of Christopher Columbus.—(*Brooks.*)

### SOMETHING TO REMEMBER

Columbus when a boy helped his father. He was obedient to his parents. He was born near the shores of the Mediterranean and trained for the sea.

## COLUMBUS SEEKING AID

*He Offered to Kings the Discovery of a New World*

While Columbus lived in Portugal he read what the ancients had written about geography and made a careful study of the then recent discoveries. You must remember that now they had printing presses, and the records, which had been accessible to only a few, were now being printed and were being read by a greater number of people. He read about the travels of Marco Polo, the famous Italian, who, two hundred years before, had journeyed through the countries of the far east and had visited at the palace of the Great Khan or sovereign of Tartary. The interior of this great palace shone with gold and silver and in it were precious stones and beautiful vases. The Kahn's winter residence was in the province of Cathay, which we now call a part of China.

At last Columbus decided to seek help from King John II, who had recently become the king of Portugal. The king remembered the interest which his uncle, Prince Henry, had taken in the voyages along the shores of Africa. He called a council of the learned men of his country and asked their advice, whether he should continue their old plan or should adopt the new idea, which



Columbus had, of sailing directly west. The council did not approve of the new plan but King John still felt that there might be something gained by making the voyage as Columbus suggested. He was anxious that his country should have the glory of the new discoveries but he was not willing to



COLUMBUS BEFORE THE COUNCIL OF LEARNED MEN

reward Columbus. To show that he was still interested in the undertaking, he asked Columbus to give him the charts and the exact plan of the way that he intended to sail. Then, without telling Columbus, he started out a vessel with secret orders to follow the way Columbus had mapped out. The

men whom he sent did not have the courage and perseverance of Columbus, and, after they had sailed toward the west for a few days and saw only a vast stretch of tumbling waves, they became discouraged and turned back. They laughed at the idea and said that it was unreasonable to think of finding land in those waters. Columbus was hurt by being deceived by the king and he decided to leave Portugal. His wife having died, he took his little son and went to Spain. When he reached Spain, he found it impossible to get even an audience with the king and queen, Ferdinand and Isabella. They were busy directing their war against the Moors and had no time to listen to a supposed visionary scheme of a poor seaman. While Columbus was waiting, he was busy explaining his plan to men of influence at the court. At last Ferdinand decided to ask for the opinion of the most learned men in his kingdom and to be guided by their decision. Columbus met with the learned scholars. They advanced many theories to discourage him in his undertaking. They said the circumference of the earth was so great that it would require at least three years to make the voyage and that it would be impossible to carry provisions to last that length of time. They even tried to make Columbus believe that it was wicked for him to try to penetrate the mysteries of nature. Many of his listeners were convinced by his reasoning, but nothing was done to promote his cause with the king.



The months slipped into years and still Columbus had not been told that he would receive the help which he so much desired. He decided that he would leave Spain and go to France. One morning he stopped at a little convent named La Rabida near the town of Palos to ask for some bread and water for his little boy. They had been traveling on foot, for Columbus was now too poor to own even a mule. The prior was so impressed



COLUMBUS RECEIVED BY THE QUEEN

with the appearance and with the conversation of Columbus that he invited him to remain as his guest until he could send a letter to Queen Isabella. This was the beginning of better days for Columbus for after fourteen days the prior received a reply from the queen asking him to come to the court. There was great joy at the little convent

and the kind-hearted prior set out for the court before midnight. On his arrival he told the queen all about Columbus and how he might bring great glory to the Spanish crown. She then requested that Columbus should come and she sent him money enough to buy him a mule for his journey and some clothing suitable to appear before the king and queen.

On his arrival the queen received him most graciously and it seemed that his troubles were at an end, but the king and queen were not willing to grant him all that he asked. He was thoroughly discouraged but still determined. Taking leave of his friends, he mounted his mule and started for France. When his friends saw that he was really going to leave their country they asked for an audience with the king and queen. They explained to them that the things which Columbus exacted were as nothing compared to the glory which his discoveries might bring to their country. Queen Isabella was deeply interested and said that she was willing to undertake the enterprise; but King Ferdinand thought that they should wait until their kingdom had recovered from the heavy expense of the war with the Moors. At last Queen Isabella thought of another way of raising the money and she said that she would pledge her jewels to raise the funds necessary for the enterprise. A messenger was sent to overtake Columbus and to tell him to return to the court. He at first hesitated, but,

on being told that the queen had given her positive promise, he turned his mule and rode back to the court. He was so kindly received that it helped him to forget his disappointments and an agreement was signed by Ferdinand and Isabella, giving him authority to make his voyage.

### SUGGESTIONS

Tell what you can about Marco Polo.

What countries had Columbus now visited?

Who deceived Columbus? Explain what is meant by the circumference of anything.

Tell the story of Columbus and his little boy.

Difficult words—scientist, approve, perseverance, visionary, theory, mystery.

### SOMETHING TO READ

Story of Marco Polo.—(*Noah Brooks.*)

Travels of Marco Polo for Boys and Girls.—(*Knox.*)

### SOMETHING TO REMEMBER

Spain was the only country that helped Columbus. He waited years for this help.

## THE PREPARATION AND VOYAGE

*The Hope of Success Healed the Sufferings of the Past*

With a light heart, Columbus immediately returned to the little convent at Palos. He called the people of this village together and had read to them the royal order which provided for the expense of the voyage. The authorities were commanded to get two vessels ready for sea within ten days and to turn them, together with their crews, over to Columbus. He was permitted to furnish the third vessel, which he did by the aid of his friends. It was no easy undertaking to find men who were willing to go with him on the unknown waters of the Atlantic. At last three small vessels were ready, the *Santa Maria*, *Pinta*, and *Nina*. Early Friday morning, August 3, 1492, after a religious service in which he gave himself and his vessels to the guidance of heaven, Columbus went on board the *Santa Maria*, the only one which had a deck, and the three vessels, with ninety men on board, sailed out of the harbor. It was a sad day for everyone but Columbus. He was happy in the thought that now he was able to undertake to do that for which he had been striving for the past eighteen years.

The sea of darkness was full of terrors to the men on board. On the third day the *Pinta* gave

the signal of distress and they stopped at one of the Canary islands. They were detained there more than three weeks making a new rudder for the *Pinta* and changing the sails of the *Nina*. After they had taken on plenty of provisions and water, they again set sail and soon every trace of land was



THE THREE VESSELS

lost to view. The brave seamen were now more fearful than at first, for they realized that everything that was dear to them lay behind them and that only mystery and danger lay before them. Columbus did everything that he could to quiet their fears and to inspire and interest them. He even promised them that he would reward them



with gold and riches for he believed that they would come to a rich country. He gave orders to the commanders that whatever happened they should continue their course directly westward. On and on they sailed for more than thirty days and still no sign of land. At last they noticed, hovering about the ships, a bird which they knew never ventured far from land. Twice they thought they saw land, but when they came nearer they learned that what they thought was land was only an evening cloud. The sailors said that everything was different in this strange region and that what would be considered a favorable sign was only an omen of some misfortune. The strong east wind, which had so steadily carried them westward, they said, would never change and their return would soon be impossible. Their provisions were getting low and their vessels were becoming weakened by the long voyage.

They secretly agreed among themselves that Columbus was mad and that if they did not compel him to return they would all be lost. When they told Columbus that they were determined to turn homeward and give up the voyage, he tried to quiet them with gentle words but, when he saw they would not listen to his kind words, he told them he had been sent out by their sovereigns to try to find the Indies and that however much they might complain they should keep on at their work until they came to land.

On the very next day, even the most discouraged sailor believed they were near land for they saw, floating in the water, a branch with berries on it, that had recently been a part of a thorn tree. Great flocks of birds passed over their ships going toward the southwest. Columbus knew the Portuguese had made many of their discoveries by following the flight of birds so he directed his vessels toward the southwest. All that day everyone was on the watch, and that evening, after they had sung their vesper hymn, Columbus talked to them and told them that it was probable they would reach land that very night and that it would be unsafe for them to sail after midnight. To the one who first discovered land, he said he would give a silk doublet in addition to the reward that King Ferdinand and Queen Isabella had promised.



COLUMBUS ON BOARD THE  
SANTA MARIA

Everybody was full of anticipation and at sunset they were ploughing the waves at the rate of twelve miles an hour with the *Pinta* in the lead, for she could sail faster than the other vessels.

About ten o'clock Columbus thought he saw a glimmering light, but to be sure that it was no illusion he called several of his crew and they also saw it. Columbus was now certain they were near land and also that people lived on it. Regardless of danger, they kept on in their course until two o'clock in the morning of October 12, when the *Pinta* gave the signal of land. A sailor on board the *Pinta* was the first to sight land, but the reward was given to Columbus because he was the first to see the light which was a certain sign of land. They took in their sails and waited for daylight, but not an eye was closed in sleep. The trackless ocean had been forced to give up her secret, but before them lay an even greater mystery than the mystery of the sea.

### SUGGESTIONS

Tell the story of how Columbus got ready for his voyage.

How did they know when they were near land?

Make a picture or a model of the Santa Maria.

Difficult words—enterprise, rudder, omen, anticipation.

### SOMETHING TO READ

Columbus.—(*Joaquin Miller.*)

### SOMETHING TO REMEMBER

Columbus sailed from Palos, Spain, to find a shorter way to India. He believed that he could sail west and find the rich cities of the east.



## THE DISCOVERY OF THE NEW WORLD

*He Believed the New World Was a Part of Asia*

As morning dawned on Friday, October the 12, 1492, Columbus beheld the New World but he knew not that the level island which lay before him was so near to a great unknown continent. He thought it was one of the many islands off the eastern coast of Asia. He gave the signal to anchor their vessels and prepare the small boats. Columbus, richly dressed in scarlet and carrying the royal standard, entered his boat, while each of his captains, carrying a banner of the green cross with an F. and a Y. and a crown over each letter, went with him in other boats. When they reached the land, which was beautiful with green foliage and rare fruits, he planted his standard and with drawn sword took possession of the island in the name of Spain, naming it San Salvador.

The men, who had been so rebellious, now crowded around him and asked him to forgive them. They promised that hereafter they would obey his orders without complaining. The natives of the island at first were afraid and ran to the woods, but they were so curious about these strange people that, when they realized that they would do them no harm, they came nearer to the Spaniards and touched their hands and faces. They thought

that these strange beings had sailed from the skies. Columbus did not know what to call these natives but he believed that this island was a part of India so he called them Indians.

Columbus was eager to learn all he could about the newly found land, so he again entered his boat, but he did not know which way to go for there



THE LANDING

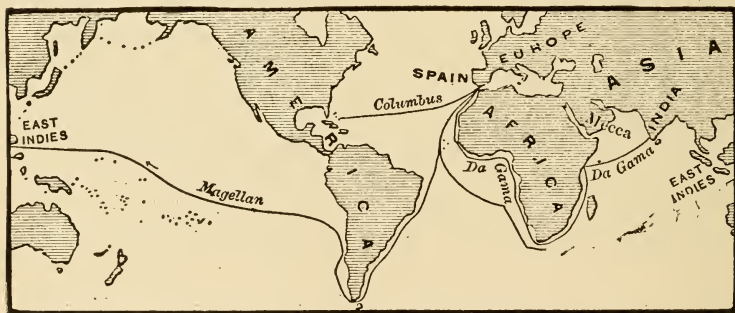
were many islands in every direction. They were all green, and looked very fertile. He was sure now that he was among the islands that Marco Polo said lay near China. He named them West Indies because by sailing west he believed that he was near India. He cruised about for several weeks and often stopped to explore an island, but he did not stay long in one place for he wanted to see as much of the country as possible. He was

anxious to take a report of all that he had seen back to his sovereigns, and especially was he eager to take back an abundance of gold for he knew that would please them most of all. They came to the island of Cuba, and, being sure that he had at last reached Asia, he sent messengers, who could talk in several languages, into the interior to announce his arrival to the king of the land and to give him the letter which the sovereigns of Spain had sent.

When the messengers came back everyone crowded around to hear about the country and about the king to whose capital they had been sent. They said they had found a village of fifty houses or booths in which lived about a thousand people. The Indians thought they had come from heaven and they led them to their principal house and gave them chairs on which to sit, which had been made from single pieces of wood in the form of animals. Then the natives seated themselves on the ground to listen to these men. They tried to talk to them in first one language and then another, but they could not understand, and finally their Indian guide explained to them about the white men. After he had finished talking, to show how much they thought of these wonderful beings, they crowded around them and even kissed their hands and feet. They said that, when they started to go, they could hardly keep the Indians from following them for they wanted to go back to the skies with them.

On their way back they learned much about the country and what grew there. Columbus was now convinced that the king, to whom he was to deliver his letter, did not live here and he decided to go in the direction where the natives said great quantities of gold might be found.

On Christmas eve, Columbus lay down to sleep, for he had had no rest for two days and a night. The sea was very calm and the sailor in charge of the ship also went to sleep, leaving a boy to direct the ship. The boy did not notice that the ship was being carried upon a sand-bank. Columbus was



THE ROUTE OF COLUMBUS

the first to reach the deck and he gave orders to put down the little boats and to carry out and place an anchor, but the men were so confused that they did not obey his orders and went to one of the other vessels. Columbus soon saw that nothing could be done to save the vessel and both he and his crew went on board the other vessel. It is said that the Indian chief wept when he heard about the loss

of the white man's ship. He sent men with canoes to help unload the ship. Columbus decided to build a fort out of the timbers. When the fort was completed thirty-nine men volunteered to stay in this newly found country. Among them was a physician, a carpenter, a tailor, and a gunner. Columbus told them to obey the man left in command. He warned them to keep together, and, above all, he cautioned them to be friendly and just with the natives, for they had been very kind to them when they were in distress. He gave them seed to plant and articles with which to buy gold from the Indians. To show the Indians how powerful these men could be in protecting them and to give them an idea of their ability to defend themselves, he ordered his men to show what they could do with their swords and cannons. They gave many drills and fired a ball which went through the sides of the old ship and far away over the water. At last the signal-gun was fired and the crew gave a parting cheer to their comrades, whom they were never again to see, and the two vessels set out on their return to Spain.

## SUGGESTIONS

Where is San Salvador?

Why did Columbus name the islands West Indies?

Give a word picture of what he found.

What did F and Y on his banner mean?

Collect all the pictures of Columbus and his voyage that you can find.

Write your own story of the people whom Columbus found.

Difficult words—standard, rebellious, volunteer, comrades.

## SOMETHING TO READ

The True Story of Christopher Columbus.—(*Brooks.*)

## SOMETHING TO REMEMBER

Columbus discovered a New World, but believed that it was a part of India.



## THE RETURN

*He Taught the Nations of the World the Way to America*

The trade-winds, which had been so favorable when they had wanted to sail toward the west, were now equally as unfavorable when they wanted to sail toward the east. When they had been out a little more than a month, a terrible storm came on and the two vessels became separated. Columbus had signal lights placed on the masthead and at first the *Pinta* answered the signal by a similar light, but her lights grew dimmer and dimmer and soon nothing more could be seen of her. Columbus now feared that his discovery would never be known to the world. He wrote out a brief description of his voyage and discovery and sealed and directed it to the king and queen. He then wrapped it in a waxed cloth, and, placing it in the center of a cake of wax, put it in a large barrel and threw it into the ocean. Then he fixed another record in the same way and fastened it to the vessel so that, in case both he and his crew should perish, some one might find it on the wreck of the vessel. The first land that he reached was the most southern island of the Azores. These islands belonged to Portugal, and the king of Portugal, being jealous lest Columbus might in some way lessen the

glory of his discoveries, ordered that he should be captured wherever they might find him.

When anyone talked with Columbus, he gave them to understand that he had been sent out by the authority of the sovereigns of Spain and that they had no right to interfere with him. After he reached Portugal, King John finally summoned him and gave him a seat in his presence, an honor which was granted only to persons of royal dignity. The king listened to a minute description of all that Columbus had found, no doubt secretly regretting that this great glory did not belong to his country. He offered to provide horses, lodging and everything that he might need if he wanted to return to Spain by land, but Columbus preferred to go in his own vessel. The next day he put to sea and at noon on March the fifteenth he arrived at the same harbor from which he had sailed. In a little less than seven months and a half, he had opened the way to the New World, which was soon to be followed by many navigators from other countries.



## SUGGESTIONS

Why did Columbus guard his description so carefully?

Where are the Azores?

Can you explain why the king of Portugal was so interested in Columbus?

Difficult words—trade-winds, masthead, sovereign.

## SOMETHING TO READ

Children's Stories in American History.—(*Wright.*)

The True Story of Christopher Columbus.—(*Brooks.*)

## SOMETHING TO REMEMBER

Columbus opened the way to the New World.

## THE ARRIVAL

*The World Honors a Successful Man*

It was a great event in the history of Palos as well as in the history of the world, when Columbus landed. Great crowds gathered to hear the news of the wonderful discovery. Bells were rung and all places of business were closed. The people formed a great procession and went to their principal church to give thanks to God. Whenever they saw Columbus they shouted and cheered. The way in which they now treated him was in great contrast with the way in which they hissed him on the streets a few months before. Columbus immediately sent a letter to the king and queen telling them of his safe arrival and awaiting further orders from them. It is a strange event that the vessel, *Pinta*, which had been lost in the storm, should arrive in the harbor the same evening on which Columbus landed. The captain had been driven by the storm to another bay, and, fearful lest Columbus had been lost, this captain had sent a letter to the king and queen telling them about the discoveries that he had made and asking that he be allowed to come to court and tell them all about the voyage. As he sailed into the harbor at Palos, he saw the *Nina* and heard the noise of the reception which was being given Columbus and his

hopes were shattered. He did not go to Columbus and tell him how glad he was that he, too, had safely arrived, but he landed in his little boat and did not let anyone see him until Columbus had gone to see the king and queen. This man had spent a great deal of his own money in fitting out the vessels and had been of great help to Columbus, but he had forgotten that he must give perfect obedience to his commander. His sovereigns sent him a letter in which they reproved him for his conduct and would not allow him to come to court. The story of his life shows us how, in an unguarded moment, one may allow selfishness to spoil a beautiful character, and that, at all times, we should be true to every trust given to our care.

The fame of the discovery spread throughout Spain. Columbus soon received a letter from the king and queen addressing him as "Don Christopher Columbus, our Admiral of the Ocean Sea, and Viceroy and Governor of the Islands Discovered in the Indies." They told him how pleased they were and that they were anxious for him to appear at court. Columbus lost no time in complying with their wishes. As he came near the city, great crowds of people came to meet him. He arranged a procession similar to the ones which the Romans were accustomed to give to their conquerors. First of all, were the Indians that he had brought with him, painted in their gaudy colors and wearing their ornaments of gold. After these were

carried many kinds of live parrots and specimens of wild and unknown animals. Many things that showed the wealth and resources of this newly found country were displayed. Last of all, came Columbus on horseback accompanied by a host of Spanish soldiers. The throne of the king and queen was in an open court under a canopy of gold-cloth.



COLUMBUS RECEIVED BY FERDINAND AND ISABELLA

In all this display, Columbus was the central figure, and he was noticeable because of his commanding appearance and his gray hair. His face lighted up with a modest smile as he approached his sovereigns, and when he would have stopped to kiss their hands they graciously gave him a seat

at their side. He told them about his voyage and what he had found on the islands. When he had finished talking, the king and queen and all those present sank on their knees and gave thanks to God for the newly found country. During his stay the highest marks of respect were paid him not only by the king and queen but even by the members of the court who vied with each other to do him honor.

### SUGGESTIONS

What do you think was the plan of the commander of the Pinta?

Write a letter such as you suppose Columbus wrote to King Ferdinand and Queen Isabella.

Write their reply.

Difficult words—procession, contrast, accustomed, conqueror.

### SOMETHING TO READ

Columbus and His Companion.—Higginson's "Young Folk Series," No. 1.

### SOMETHING TO REMEMBER

The return of Columbus to Spain was a great day in the history of the world. He announced to the world the success of his voyage.

## OTHER VOYAGES AND SETTLEMENT

*He Was a Discoverer But Not a Colonizer*

The king and queen were anxious for him to plan for another voyage, which he gladly consented to do. It was now easy to find people who were not only willing but anxious to go. Columbus made not only the second voyage but also the third and the fourth. He found many more islands, but he never reached any part of our United States. He touched the coast of South America and of Central America, but he was disappointed because he did not find the rich countries of the Orient and never realized that what he had found was really of greater value than what he had been seeking.

The colony, which he had planted on the Island of Haiti, or as he called it, Espanola, meaning "Little Spain," on his first voyage, was unsuccessful; for the men either had been killed by the Indians or had been stricken by disease. Other men, eager to find gold, or filled with the spirit of adventure, had come over to take their places. Columbus, who had had such wonderful success as an explorer, was unsuccessful with his colonies. He felt that, in order to please his sovereigns, he must find gold and so he bent every energy to find the precious metal. The sovereigns did not want to wait to



develop the new country, but kept demanding that Columbus send more gold. A part of the first gold which was sent to Spain was used by the king to gild the ceilings of the royal palace.

The colonists were discontented and unhappy and kept continually sending complaints to the king and queen. At last Ferdinand and Isabella sent a man to investigate the affairs on the island, for a part of the colony was now in open rebellion against the authority of Columbus. As soon as he arrived, without making any inquiry, he ordered his officers to seize Columbus and to put him in chains. Even the enemies of Columbus were horrified at such harsh and cruel treatment. When the officer came to take him on board the ship, he enquired, "Villejo, whither are you taking me?" "To the ship, your excellency, to embark." "To embark!" repeated Columbus, "Villejo, do you speak the truth?" "By the life of your excellency, it is true." Columbus now had hopes that his life would be spared to explain everything to the king and queen.

The master of the ship was kind to Columbus and wanted to remove his chains, but he would not allow them to be taken off for he said they had been put on by the authority of his sovereigns and that by their authority only should they be removed. He said that he would always keep them as relics and memorials of the reward of his services. As soon as he reached Spain, the news of his arrival



as a prisoner and in chains created almost as great a sensation as the news of his discovery. Everybody was indignant, and even his enemies resented such cruel treatment. The king and queen ordered



COLUMBUS IN CHAINS

his chains removed and invited him to come to court. They said that the man, whom they had sent, had acted without their authority and they promised Columbus that all of his honors should be restored to him. It is believed that

Queen Isabella was sincere and really wanted to allow Columbus to return as governor of the island, but King Ferdinand was not so inclined. He was too selfish and thought that he had already given too much honor and reward to Columbus for his discovery. He removed the man who had been so cruel to Columbus, but he did not restore Columbus to his old position. He placed another man in authority and told Columbus that in a short time he should return to his colony.

## SUGGESTIONS

Why did King Ferdinand and Queen Isabella want Columbus to make another voyage?

What kind of a man do you think King Ferdinand was?

Putting chains on Columbus had what effect upon the people?

## SOMETHING TO READ

Ferdinand and Isabella.—(*Washington Irving.*)

## SOMETHING TO REMEMBER

It never pays to be selfish.

## THE LAST VOYAGE

*He Did Not Find a Shorter Way to India*

Meanwhile, Columbus was planning for his fourth, and last voyage. He remembered that when he was in the Carribean Sea the currents were very strong, and he believed that this was an indication of an opening into the Indian Ocean. His last voyage was made, believing that he could find a strait through which he might sail to the long sought shores of Cathay. He reached what we now call the Isthmus of Panama, but he did not know that such a narrow neck of land separated him from the waters of the Pacific. The strait for which Columbus sought, but could not find, has become a reality; for we have now artificially connected the waters of the two great oceans.

Columbus returned to Spain broken in health. On the death of Queen Isabella, which occurred soon after his return, hope died within him, for it was only through her that he believed he would ever be rewarded for his services. King Ferdinand withheld from Columbus the just incomes which would have relieved him from petty annoyances, but he could not keep for himself the glory of the great discoveries. In 1506, Columbus died, a poor and heart-broken man. He never knew that he had discovered a new continent, equal in size

to the then known world. He was first buried in Spain but after thirty years he was removed to a cathedral in the city of San Domingo. The remains of this man of energy were not yet to rest in peace, for about two hundred years later, the island of Haiti was transferred to France and they were taken to Havana in Cuba. When Spain was compelled, by the United States, to give up her authority in Cuba, they were again taken up and carried back to Spain to find their resting place in the country he had honored.

### SUGGESTIONS

Where was Cathay, and why did Columbus want to go there?

What made Columbus believe that there was a strait which would allow him to pass into, what he believed, the Indian Ocean?

Tell the story of his last voyage.

Write a story of Columbus using the following topics :

1. When and where he lived.
2. What he wanted to do.
3. How he planned to do it.
4. What he did.

### SOMETHING TO REMEMBER

Columbus had reached the coast of South America, but still thought it was a part of India.

## THE CABOTS

*First Discoverers of North America*

It is a strange coincidence that Italy should have been the native home of the three great navigators who first planted the flags of discovery on the shores of the New World. It is even more to be wondered at, that neither of these men sailed under the Italian flag. Columbus, who was born at Genoa, Italy, sailed under the Spanish flag; Americus Vesputius, of whom we shall soon learn, was a native of Italy, but lived in Spain when he voyaged to the newly found land; and John Cabot, the last of the group, although born in Genoa, and reared in Venice, made his discoveries under the flag of England, for he, also, had left his native land to live at Bristol, England. He had sailed on the waters of the Mediterranean, and had watched the arrival of the caravans from India laden with their precious silks and spices. He had also sailed upon the waters of the Atlantic to the British Isles and had then crossed the icy waters to Iceland. He was one of the greatest seamen of his time and also believed that the countries of the distant east might be reached by sailing toward the west. When he heard of the success of Columbus, he was more eager than ever to make a voyage, for he thought that he might find land as rich and beautiful as

that which Columbus had discovered. He obtained permission for the voyage from King Henry VII with the understanding that one-fifth of all that he gained was to be given to the crown.

He set out with one small vessel, the *Matthew*. His voyage was very different from that of Columbus, for, although he kept his course toward the west as Columbus had done, he soon crossed the warm waters near the British Isles and passed into the waters where floated great, glittering icebergs. The first land which he reached he named "Prima Vista," meaning "first seen." It was either the island that we now call Newfoundland or the mainland on the coast of Labrador. He planted the English flag, and by its side he placed the banner of Venice. He little dreamed that in the far distant future the flag of a great republic would wave from ocean to ocean. It was now midsummer, but he did not find beautiful flowers and waving forests, although he was farther south than Merry England. The land was covered with snow and ice and suggested a perpetual winter, yet Cabot thought that it was a part of the long dreamed of Cathay. He learned that there were a great many bears but that they did not trouble the natives. They found their food by diving into the water and catching the fish that were so numerous that they often hindered their sailing. He took home with him some of the snares which the natives had set to catch game, and a needle for making nets. After



coasting along the shore for several hundred miles, he decided to return home. He reached England after having been gone a little more than three months. The king received him with great pomp and we find in his private records this entry: "For him that found the new isle, ten pounds." The king could have afforded to pay him generously, for to John Cabot belongs the honor of being the first real discoverer of the mainland of the New World. Columbus had found the islands of the West Indies five years before this time, but

he did not reach the mainland of South America until about fourteen months after the landing of John Cabot.



SEBASTIAN CABOT

Just when or where John Cabot died, is unknown. We know, only, that his son Sebastian, took up his work and continued the search after the new and unknown lands. He landed on the bleak and frozen coast of Labrador. It was the month of July and there were so many icebergs in the water that he was forced to change his course. He turned his vessels southward and explored the coast as far south as Cape Hatteras on the coast of what is now North Carolina. Through his efforts, he gave to England the right to a vast stretch of

territory. He was greatly honored by the English, and a monument to his memory has been erected at Bristol, England.

### SUGGESTIONS

Draw a map showing how the Cabots found America.

Under what flag did they sail?

Where is Newfoundland?

What did they call it?

Why did explorers always want to take something home with them?

Difficult words—coincidence, hesitate, permission, perpetual.

### SOMETHING TO READ

Higginson's "Young Folk Series," No. 2.

### SOMETHING TO REMEMBER

John Cabot sailed directly west from England and reached the coast of North America fourteen months before Columbus reached the coast of South America.

## NAMING THE NEW WORLD

*The Honor Not Given to the True Discoverer*

The next year, after the death of Columbus, a teacher of geography, named Waldseemuller, published a little book called "Introduction to Geography." It contained a description of the New



AMERICUS VESPUCIUS

World as discovered by Americus Vespucius. This was a subject in which all classes of people were interested. He suggested that, since both Europe and Asia had taken their names from women, he saw no reason why this country explored by Americus Vespucius, should not be called the land of Ameri-

cus, or America, since both Europe and Asia were in the feminine form. This name, changed to America, was gradually placed on maps and charts and the public became familiar with it, little thinking that by its use the true discoverer was being robbed of the glory of the name.

Americus Vespucius was born and brought up in Florence, Italy, and, like Columbus, went to live in Spain. He was a merchant and it was his pur-

pose to regain the lost fortunes of a wealthy family. After he went to Spain, he helped fit out many vessels that were sent to the newly found lands. He, himself, made several voyages, and, on one of the first, he touched the mainland of South America. A few years later he made another voyage, and, on his return, he published an account of the country he had seen and called it the "New World." He was the first to make the mass of the people of Europe understand that the new discovery was a new continent and not a part of India.

We have no record that Columbus ever tried to attach his name to any of his discoveries, but all countries grant to him the credit of the true discovery. In poetry and in song we shall always remember it as "Columbia, the Gem of the Ocean."

### SUGGESTIONS

Write or tell a story about naming the New World, using the following topics:

1. Americus Vesputius.
2. How the name America came to be used.
3. What do you think the name should be?

### SOMETHING TO READ

America's Godfather.—(*Virginia Johnson.*)

### SOMETHING TO REMEMBER

Commit to memory a stanza of "Columbia, the Gem of the Ocean."

## EXPLORERS

### PONCE DE LEON

*The Discoverer of Florida, the Land of Flowers*

It is almost impossible for us to understand what the nations of the Old World thought about this strange land. It is somewhat as if we were to try to explain about the moon, except that in those days a few explorers had actually reached this country. What it was, or how large it was, or what were its resources, they could not tell. These are problems that, as yet, have not been fully solved, for the great possibilities of North and South America are still unknown. For more than a hundred years, the countries of Europe continued to send explorers to this continent. These explorers marched through the swamps and the luxuriant vegetable growth of the southern part; they sailed up the great rivers; they crossed the isthmus and waded into the waters of the Great Sea; they climbed the mountains; and they ventured far into the fur bearing regions of the north. Everywhere they went, they claimed for their own country the land that they discovered, but the great interior still was unknown.

Ponce de Leon was one of these explorers. He had sailed with Columbus on his second voyage and was at one time governor of Porto Rico. He was a true Spaniard and fond of adventure, but there was something which influenced him more than the Spaniards' thirst for gold. It was a thirst to drink from the fountain of youth. This fountain of never-failing running water was supposed to be on an island somewhere north of Cuba. It was said that whoever bathed in this fountain and drank of its waters would have his youth given back to him.

Ponce de Leon fitted out three vessels and went in search of this magic fountain. He sailed among the Bahama Islands and one day, Easter Sunday, March 27, 1513, he came to a strange shore which he thought was an island. He seemed to have reached the land of flowers and of eternal summer. He named it Florida, because he had discovered it on Easter Sunday, which the Spaniards called Pasqua Florida, the feast of flowers, and because it seemed to him a land of flowers.

On his return, the king of Spain made him governor of this land, and, in a few years, he came back to plant a colony. The Indians did not want the Spaniards to settle in their country, and, when they tried to land, made war on them. Many Spaniards were killed and Ponce de Leon was wounded by a



poisoned arrow. He was taken to Cuba, where he died, never having learned that the fountain of youth which he sought was not to be found.

### SUGGESTIONS

Why was Florida called the land of flowers?  
Of what importance was it to the Spaniards?  
Difficult words—explorer, luxuriant, magic, Bahama.

### SOMETHING TO READ

Children's Stories in American History.—Pages 71-75.

### SOMETHING TO REMEMBER

Ponce de Leon discovered Florida, but he did not find the fountain of youth.

## FERDINAND DE SOTO

*The Discoverer of the Mississippi River*

Ferdinand de Soto was born in Spain, of a noble family, but his parents were too poor to send him to school. One day a wealthy nobleman saw him and was so pleased with his appearance that he adopted him and educated him as though he were his own son. He spent six years at a Spanish university and took many prizes at their tournaments. He had read so much about the wonderful discoveries in the New World that he determined that he, too, would win honor and fame. He sailed with the nobleman who had helped him to get an education. After fifteen years, he returned to Spain and was received with great honor, for his deeds of bravery were told throughout the land.

He married Isabella, daughter of the man who had been so kind to him when he was a boy. A few years after his marriage, the king appointed him governor of Cuba and Florida and gave him permission to explore the country. In the early spring of the year 1538, he sailed from Spain with a fleet of ten vessels. Times had changed since the days of Columbus, for De Soto had so many people that wanted to go with him that his ships would not hold them. He selected six hundred young men of noble birth. They took with them two hundred and

twenty-three horses. They landed first at Havana where De Soto left his wife to govern the colony until he should return. He then went to Tampa Bay.

When these young noblemen saw the dense forests and realized what it really meant to be explorers, a few of them became frightened and



DE SOTO'S DISCOVERY OF THE MISSISSIPPI RIVER

turned back. De Soto was undaunted, and, with the greater part of his men, set out to learn more about the interior. Their wanderings cover a period of four wretched years. The journey took them through many of the southern states and even extended as far north as Hot Springs, Arkansas.

De Soto, in his search for gold, found the great

Mississippi river. In the Indian language the name means "Father of Waters," and they had named it better than they knew for it is the longest river in the world. For ages this mighty river had been a carrier for the waters of the lake region to the gulf but no civilized man had ever looked upon its seething waters. De Soto pressed forward with



DESCENDING THE MISSISSIPPI RIVER

his explorations but he was often attacked by hostile Indians. The climate was unhealthful and the long marches with insufficient food and shelter had undermined his health. He was taken sick with a fever and when he knew that he could not live, he called his faithful soldiers to him and bidding them farewell, asked them to love and help each other.

In order that the Indians might not find his body, his soldiers wrapped it in mantles loaded with sand and in the darkness sank it in the river.

The few men who remained built boats calked with the bark of mulberry trees. In these boats they sailed down the Mississippi to the gulf and after many hardships reached a Spanish settlement. Thus ended the first pioneer effort at inland discovery.

### SUGGESTIONS

Give a word picture of De Soto's journey and of what he saw.

Difficult words—tournament, permission, undaunted, interior, insufficient, pioneer.

### SOMETHING TO REMEMBER

De Soto was the first to explore the great interior.



## JAMES CARTIER

*The Discoverer of the St. Lawrence River*

This hero of French adventure was born at St. Malo, France, two years after the discovery of the New World by Columbus. His ancestors had been men of the sea and the life of the town in which he lived was centered in a sea-faring business. It was as natural for him to live on the water as it is for ordinary people to live on the land. In the town hall at St. Malo may be seen his picture which is greatly prized by the people of that place.

The stories, which the Cabots had told of the great quantities of codfish which were to be found in the northern waters, were retold in France and although the king was slow to realize the importance of discoveries in the New World in 1534 he selected Cartier to undertake a voyage. He sailed from St. Malo with two small vessels and reached the coast of Newfoundland. On this voyage he did little more than spy out the places that he expected later to explore. He crossed the Gulf of St. Lawrence and saw the mouth of a great river whose opposite banks could scarcely be seen. Wherever he landed, he planted a cross bearing the fleur-de-lis of France. He was not prepared to endure a northern winter, so, taking with him two natives as proof of his discovery and also that they



might learn the French language and act as interpreters, he returned home and told of his discovery.

It was still believed that a northwest passage to Asia might be found and the next year Cartier returned to the New World. It was midsummer when he reached an island near Newfoundland and he said that this island was so full of birds that his ships might have been filled with them and they would not have been missed. After he had thoroughly explored the Gulf of St. Lawrence he sailed up the river. The natives were very kind to him and his party but they did not want him to go farther up the river. The two natives that he had taken with him the year before explained to him what the Indians said. One day the two Indians who had been in France, slipped away from them and joined their own people. They could never be induced to return for they said that all of the Frenchmen carried weapons and that they had none.

The Indians tried to keep them from ascending the river which Cartier named the St. Lawrence. They brought them gifts of fish and eel and even offered their children if Cartier would not go to their village called Hochelaga. One day three Indians dressed themselves in black and white dogs' skins, blackened their faces and put horns on their heads. The savages placed these men in a canoe and then hid themselves in the woods. As soon as the canoe came near the French vessel the men

stood up and one of them made a long speech but he did not once look at the white men. When the canoe floated toward the land the Indians rushed out of the woods and caught it and carried the three men, who had fallen down as if dead, into the woods. Cartier and his men could hear them talking. After a long time the two Indians who had



CARTIER AT MONTREAL

been with them came toward them holding their hands above their heads. Cartier asked them what had happened. They spoke in French and said, "It is not good." Then they explained that their god at Hochelaga had sent these three men to tell that there was so much snow and ice in that country

that whoever ventured there would surely die. Cartier laughed at them and told them that he had been assured of fair weather. They seemed much pleased and began dancing and singing.

Cartier reached Hochelaga, a village of the Huron Indians, the second of October. The Indians were friendly and invited the white men to their land. The village consisted of about fifty huts and all around it were fields of the ripened corn. He climbed a lofty hill which lay back of the village and named it Mont Real which survives to-day in the name of the city of Montreal. He learned from the Indians that their river ran into lakes so large that it would take three months to cross them in their canoes. They explained to him that there was a place where the water poured over in a great cataract. Cartier found that there was copper in this region but he found no trace of either gold or silver. He named the country New France. Cartier was made captain-general of New France. and spent two winters in the new land. At last worn out with hopeless adventure he returned home. It was more than fifty years before a successful colony was planted in New France.

## SUGGESTIONS

Why is the story of Cartier important?

Which explorer do you like best?

What was the name of the flower which France placed on her banner?

Who is an interpreter?

Where was New France?

## SOMETHING TO READ

Baldwin's "Discovery of the Old Northwest."

## SOMETHING TO REMEMBER

Cartier explored the St. Lawrence in 1534. At that early date he found traces of copper. This metal proved to be a great source of wealth to this section of North America.

## HENRY HUDSON

*The Discoverer of the Hudson River*

Henry Hudson was an English seaman of great daring. He believed that a passage to Asia could be found through the icy waters of the north. His early voyages were made by authority of England



HENRY HUDSON

but as he did not find either a northeastern or a northwestern passage to India, England refused to give him any further assistance. He went to Holland and obtained the help which he needed from the Dutch East India Company. He was given a vessel called the *Half-Moon*, manned by eighteen sailors. He was told that he could now continue his search for a waterway to India. In the spring of 1609 he sailed on the seas north of Europe, but finding that it was impossible to sail in these waters on account of the huge icebergs, he turned his vessel toward the west and reached the coast of Newfoundland. Here he stopped to repair his ship which had been broken by the icebergs. He then went toward the south and landed



at Cape Cod Bay, and then continued his southern route until he reached Chesapeake Bay.

He never lost sight of finding a waterway to India and as he retraced his course he watched



HENRY HUDSON AT MANHATTAN ISLAND

carefully for the mouth of some great river on whose waters he might sail to the great Pacific Ocean. He explored the Delaware Bay and traced the coast of New Jersey. The *Half-Moon* passed around a low "Sandy Hook" and anchored at a safe inlet. Here, as everywhere the explorers landed, they were met by great numbers of the Indians who brought their gifts of Indian corn, fruits and furs. Boats were sent out to explore New York Bay.



The *Half-Moon* now passed into the inner harbor. Before them lay a beautiful wooded island. They little dreamed that on this very



LAST VOYAGE OF HENRY  
HUDSON

island was to be built the largest city of the western continent and the second city of the world. For several days he ascended a river that flowed into this harbor. He reached a point near where the city of Albany now stands. He found the river becoming narrower and more shallow and by

sending a boat farther up the stream became convinced that he had gone as far as he could in his ship. He decided to carry to Holland the news of his discovery. He stopped at Dartmouth and both he and his crew were held as Englishmen by the order of the king of England. He was allowed to send a report of his discoveries to Amsterdam and the next year the *Half-Moon* was returned to its owners.

Hudson could not give up his dream of a north-west passage and yet the coast had been carefully explored from Florida to Maine. He felt that it must be far to the north between the Gulf of St.

Lawrence and Greenland. In the summer of 1610, he again sailed with the vision of the Indies as his guide. This time he carried the English flag, for some merchants of England had fitted out his vessel, the *Discovery*. He reached the strait which now bears his name and sailed into an open bay which promised to open the way to Cathay. He spent three months in trying to find a passage out but none could be found.

Winter came and his vessel was frozen in the ice. The privations of that long and desolate winter were never told by him for in the spring as soon as the vessel could sail his crew broke into mutiny. They seized Hudson and his son and seven others who had remained loyal to him and placed them in a boat and cast them adrift. Nothing more was ever heard of the man who had done so much to increase the geographical knowledge of the world.

### SUGGESTIONS

Tell in your own words the story of Henry Hudson.

Of what value were the discoveries of Hudson?

What countries sent out explorers?

### SOMETHING TO REMEMBER

Hudson believed that he could find a waterway to India by going to the north. He discovered the Hudson river and the bay which bears his name.

## SETTLEMENTS

### SEEDS OF TROUBLE IN CONFLICTING CLAIMS

*St. Augustine, the Oldest Town in the United States*

Many years passed from the time Columbus first touched the shores of the West Indies until permanent Spanish settlements were made in the territory now known as the United States. The Spaniards wanted to own everything that their explorers had seen and thus it happened that they were located in the southern part of our country. You will remember that it has been said that "the cackling of geese saved Rome." Just as truly might it be said that the flight of parrots saved this country from becoming Spanish. If Columbus had not followed the parrots flying toward the southwest, he would have landed somewhere on the eastern coast of the United States, but by turning to the southwest the claims for Spanish settlement were confined to the southern part.

Their maps of this country at that time were very imperfect and under the name of Florida they claimed the eastern coast as far north as the Chesapeake Bay and the territory west to beyond the Mississippi River. Their first settlement was made

at a point near the mouth of the St. John's river. A colony of two thousand five hundred persons arrived on August 28, 1565. They named the place St. Augustine in honor of the day of their arrival. As soon as they landed they sent soldiers to destroy a French settlement which was not far away. This is only one of the many cruel things which the Spaniards did to hold this country for Spain. It would seem to us that there was plenty of room on this great continent for both colonies but Spain was selfish and did not want France to get a foothold here. They built a triangular shaped fort and mounted the bronze guns which they had brought from Spain. Many people are interested in visiting this place for it is the oldest town in the United States.

The territory which the English claimed overlapped the Spanish claims in the south and the French claims on the north. You will remember that the French claimed what we now call Canada because Cartier discovered the St. Lawrence river. The Dutch claimed the land lying between the Delaware and the Connecticut rivers because of the discoveries of Henry Hudson. The colonists who came to settle on these lands were loyal to their own countries and we shall learn how their differences were settled.

## SUGGESTIONS

Find on your map the West Indies.

Where do you think Columbus would have landed if he had not turned to the south?

Where is Chesapeake Bay?

Where is St. Augustine, and what do you know about it?

Difficult words—settlement, triangular, overlapped.

## SOMETHING TO REMEMBER

St. Augustine is the oldest town in the United States.

## SIR WALTER RALEIGH

*The Man Who First Tried to Make America a Homeland*

This pioneer of English settlers takes us back in our thought to the picturesque country of Devon in the southern part of England. Just outside of a village and in full view of the Otter river stands



BOYHOOD OF SIR WALTER RALEIGH

an old weather-beaten farm house. Here Walter Raleigh lived with his parents. While a young boy he listened to the stories of adventure as told by brave seamen, and dreamed that sometime he,



too, would have something to do with the wonderful discoveries of which they told.

When he was fifteen years of age he was prepared to enter college and he left his old home to form a new circle of friends at Oxford. The room which he occupied is still pointed out as the one used by the great Sir Walter. He entered into the life of the school and was soon a leader among his classmates. His school career was all too short and after many years of daring adventure he found himself a favorite of Queen Elizabeth's court.

Tradition tells us that his introduction to court life happened in a most natural way and yet almost as if by accident. One day the queen attended by her ladies and courtiers went for a stroll through her park. There had been a heavy shower and when they came to a muddy place the queen stopped for she did not want to soil her shoes. At this moment one of the courtiers stepped forward and taking off his richly embroidered cloak, spread it for the queen to walk upon. This little act of courtesy pleased the queen and was not forgotten by her for from that time this courtier who was none other than Walter Raleigh, became one of her favorites. His life at the court was full of pleasures and gayeties but he never forgot his boyhood longing for the sea and his desire to have his name connected with the early colonies of America.

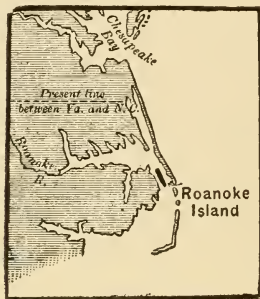
His half-brother, Sir Humphrey Gilbert, undertook to establish a colony in Newfoundland.

Raleigh was greatly interested in the undertaking and the two brothers fitted out a fleet of five vessels. Raleigh did not go with his brother on this voyage. The expedition was beset with misfortune from the start. One of the vessels deserted him early in the voyage, another returned with the sick, and a third was wrecked off Sable Island. The men were so lawless that they forced him to turn back to England soon after they landed. The vessel on which he sailed was not strong and his officers begged him to go on board the better vessel, but he would not leave the little company with whom he had already shared the dangers of the sea.

When the *Golden Hind*, the stronger vessel of the fleet, came near to the *Squirrel*, which was the name of the vessel in which Sir Humphrey sailed, he called out to the men on board, "Be of good heart, my friends; we are as near to heaven by sea as by land!" That very night the sailors on board the *Golden Hind* saw the frail *Squirrel* lurch and then suddenly sink beneath the waves. Raleigh was overcome with grief when he heard of his brother's death, but it did not discourage him in his undertaking of planting a colony in America.

The next spring Raleigh obtained from the queen permission to found a colony in America. He knew from experience that the frozen country of the north was not a suitable place, so he selected

a strip of territory between Cape Fear and the Delaware river. He sent a party to examine the country. They returned with such glowing descriptions that it would seem the sailors had



ROANOKE ISLAND

been "in the midst of some delicate garden." They had landed on Roanoke Island and had been entertained by the Indian queen. They said that the climate was mild, that there was an abundance of game and fish and that there were luscious fruits and beautiful flowers. It seemed a strain on the En-

glish language to find words to describe what they had seen. They took home with them two Indians named Wanchese and Manteo. Queen Elizabeth, who has been called the "Virgin Queen," was so pleased with their description that she named the country Virginia.

Raleigh was made lord proprietary of the new province. He lost no time in getting ready the second expedition. A fleet of seven vessels carrying one hundred and eight colonists set out with Sir Richard Grenville in command. Ralph Lane was to be the governor of the colony. When they reached the coast of Carolina a terrible storm arose and Sir Richard suggested that they call the place Cape Fear. We have ever since called the place by the same name. Sir Richard was a harsh and cruel

man and one day an Indian took a silver cup not realizing its value. To punish the Indians, Sir Richard destroyed their fields of corn and burned one of their villages. He then set sail for England but the seeds of cruelty that he had sown in the hearts of the Indians were to be reaped by the colonists. The Indians no longer trusted the white men but rather looked upon them with suspicion and hatred.

The site which Lane selected was near the northeast corner of the island and a winding ditch that marked the camp may still be traced. Instead of tilling the soil, the colonists spent their time gold-hunting as the Spaniards had done. They did not cultivate the spirit of independence but thought that everything must be brought to them from England. At first they received their food supplies from the neighboring Indian tribes but after their many acts of cruelty, the Indians refused to help them. They were reduced to a desperate condition when they caught sight of a fleet coming into their harbor. It proved to be the brave old sailor, Sir Francis Drake, who was returning to England with the spoils which he had taken from the Spanish in the southern seas.

The colonists gladly accepted Drake's invitation to take them back to England. They had not been gone long when Sir Richard Grenville, who had been sent out by Raleigh, arrived with three vessels bringing aid. He searched everywhere for the col-

onists but could find no trace of them. He did not want to lose claim to the territory so he left fifteen men with supplies and provisions enough to last for two years. A brave band of men these must have been for so far as they knew they were the only white men on the American continent. The history of these fifteen men is a mystery. Some bones were found and it was reported that they paid the penalty of an Indian chief's vengeance.

Sir Walter Raleigh could not give up his idea of planting a colony in Virginia. The next spring he sent out another colony. Captain White was placed in command. They landed at the same place but this time the virgin soil of the New World was pressed by women's feet and the woods echoed with the voices of children. Seventeen women had accompanied their husbands. A short time after the arrival of the colonists, a little girl was born. She was the granddaughter of Governor White. Her father's name was Dare and they named her Virginia. Virginia Dare was the first child of English parents ever born in America. Governor White soon returned to England and he was to quickly bring back more supplies and other colonists. His leave taking of his daughter and her baby girl was a last farewell for he never saw them again.

On his arrival in England he found Raleigh and many of the leading men of England occupied in keeping Spaniards from invading their country.



The Spanish government had gotten together a great fleet, so great that they believed that it could not be captured by any nation of the world. They called it the "Invincible Armada." Almost on the first anniversary of the birth of Virginia Dare, the English destroyed this great fleet in the English Channel. Raleigh, although occupied in trying to defeat the Spaniards, did not forget his colony and in April of 1588, he sent White in charge of two ships to Virginia. Before he arrived at the Virginia coast one of his ships was captured and he was forced to return to England.

Raleigh had spent his fortune in the struggle with Spain but as soon as he could arrange for it, he again sent White with aid for the Virginia colony. With what longing eyes he must have watched for some trace of his daughter and grandchild as his ship glided into the harbor. No one came out from among the trees to wave him a greeting, no hearth fires sent their smoke heavenward. The huts were deserted. Little Virginia Dare and the Lost Colony of Roanoke had gone leaving no trace of their existence except the word "Croatan" cut into the bark of a tree. This word was the name of an island further down the coast and had White gone on he might still have found some trace of the Lost Colony. He was an artist and has given us some faithful pictures of the Indians and their manner of life but he lost for us



a splendid opportunity of planting the English race on the shore of America.

One of the men who had been with White made a careful study of the plants which he found here. He took back to England the tobacco and the potato. Raleigh had the potato planted on his estate in Ireland in which country it has since been extensively cultivated. He was so interested in the tobacco that was given him that he ordered his jeweler to make him a silver pipe after the fashion of the Indian clay pipe. One day he was sitting by his fireside puffing at his pipe when one of his servants entered the room. Noticing the smoke, the servant immediately threw a bucket of water in his face and ran from the room screaming that his master was on fire.

Many things claimed Raleigh's attention but he never lost sight of the Virginia colony. He spent many thousands of dollars of his own money in an effort to plant an English colony. At five different times he sent expeditions out to try to find some trace of the little colony, but nothing was ever heard of it.

Raleigh's troubles at home multiplied and after the death of Queen Elizabeth, his very life was threatened. He made an expedition to the northern coast of South America thinking that he might weaken the power of Spain by planting a colony in Guiana. King James who succeeded Queen Elizabeth was jealous of Raleigh's influence and

everything that Raleigh did caused suspicion. He was charged with treason against the king and for twelve weary years he was confined in the Tower. During this time he was a careful student of chemistry and spent many hours studying the flowers in the garden where he was allowed to walk. The king could deprive him of his freedom but he could not take from him his love of books and his fondness for writing. The king at last gave him his freedom but he would not grant him a pardon. He made another expedition to South America to find gold for the king but being unsuccessful he was returned by King James to the Tower and was finally beheaded. On examining the edge of the executioner's ax, Raleigh wittingly remarked, "It is a sharp medicine to cure me of my disease."

Raleigh was a true type of the patriot and the cause for which he so earnestly labored did not die with him and we claim him to-day as the first friend of the idea of homes in the New World and in his honor one state of the United States has named its capital.

## SUGGESTIONS

What early influence helped to shape Raleigh's life?

Tell the story of the cloak.

Who was Sir Humphrey Gilbert?

Who was Virginia Dare?

Raleigh is the capital of what state?

Tell the story that the word "Croatan" suggests.

Difficult words—picturesque, adventure, courtesy, courtier, province, tradition.

## SOMETHING TO READ

Sir Humphrey Gilbert.—(*Longfellow.*)

## SOMETHING TO REMEMBER

Raleigh was the first man who tried to make homes in America. He never forgot his Virginia colony, although he had many troubles in England.

## FIRST PERMANENT ENGLISH COLONY

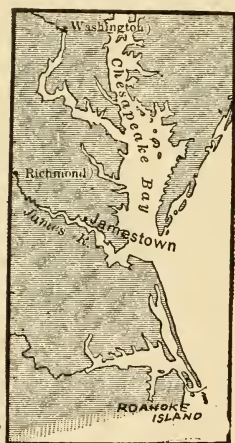
*Jamestown, Virginia, in 1607*

England was slow to realize the value of the discoveries made by the Cabots for it was more than one hundred years before a permanent settlement was made. The beginning of the seventeenth century marks a change in the way in which England considered the New World. The age of sea kings passed with the reign of Elizabeth and a commercial age began with the reign of King James I. Two strong commercial companies were organized early in his reign. One was called the London Company because the men, who were most interested in it lived in London. The other company was called the Plymouth Company.

These two companies were not to place settlements within a hundred miles of each other. Each was to have a council and in England there was to be a superior council which was to control them both, but King James was to name the men who should be members of the councils. There was also a provision which was the foundation of our American liberty. It provided that all of the liberties and privileges which belonged to Englishmen should belong to these colonists and their children. The Plymouth Company from the southwestern part of England first attempted to plant a colony

in the northern part of the territory. The climate was so rigorous that only a few of the settlers lived through the first winter and they quickly found their way back to England.

Since the voyage of Columbus we have had no more important expedition than the one which was sent by the London Company. Three vessels set out from London on December 30th, 1606, and fol-



JAMESTOWN

lowed the old route which Columbus had mapped out. Up to this time only a few of the daring seamen had ventured to take the direct course to America. They carried on board a chest which contained the names of the men who were to be members of the council but they were told not to open it until they reached Virginia. They passed the island of Roanoke

but a storm kept them from landing. At last they came to a bay where the ships could come so near to land that they anchored them to the trees. The place chosen for landing was a peninsula. It seems strange that always before the English had planted their colonies on islands. Perhaps it was because their homeland was an island or it might have been because they feared the Indians.

They named the river, which flowed into this bay, the James river, in honor of their king. As soon as they landed they opened the sealed chest and found the names of the men who were to be members of the council. They then began to build a fort. It was in the shape of a triangle with the broad side toward the river. They named the place Jamestown. When their fort was completed they built a small church in which they held religious meetings. Thus in 1607 was the beginning of the first successful English settlement in America.



OLD RUINS AT JAMESTOWN

### SUGGESTIONS

Why did sailors coming from England follow the same route which Columbus took?

Why were the London and the Plymouth companies formed?

Difficult words—realize, century, commercial, rigorous, expedition, peninsula, council.

### SOMETHING TO REMEMBER

The first successful English settlement was made at Jamestown, Virginia, in 1607.



## CAPTAIN JOHN SMITH

*The Hero of the Virginia Colony*

The story of the Virginia colony would not be complete without knowing something of the man who did so much to make it a success. He was a real adventurer but was well fitted to handle the



STATUE OF  
CAPTAIN JOHN SMITH

problems of an undeveloped country. He had traveled much and had been in wars in Holland and at one time was held as a galley-slave by the Turks. He had returned to England just in time to sail with the London Company for Virginia. This colony was composed of one hundred and four colonists. Only a few of them knew any of the useful trades and the greater number of the company styled themselves gentlemen. The fabulous stories which Smith told and his plain, practical manner of life did not please these so-

called gentlemen, and even before they landed they had deprived him of his freedom. They were slow

to give him his office even when they found that the king had appointed him as a member of the council. When troubles began, and begin they did, these helpless gentlemen were glad enough to ask

advice of Smith. He somehow had the happy faculty of knowing what ought to be done and then possessed the energy to do it.

It was not long until he was at the head of the colony. He taught the colonists how to wield the ax in the forest and this was the beginning of the



BUILDING HOMES AT  
JAMESTOWN

popular custom of rail splitting. It took a long time for them to learn what seeds would grow best in this climate. Indian corn became their principal food and the tobacco plant was grown for commercial purposes. The tobacco plant became a medium of exchange in place of silver or gold and they planted it in their streets.

The Indians were so hostile that the settlers did not dare go far from the fort. Smith made many visits to the neighboring tribes and succeeded in trading for Indian corn which was for some time the main support of the settlers. On one of his

expeditions he was taken captive by the Indians. His two companions were killed but Smith escaped death by showing the natives his pocket compass. They allowed him to write a letter to his friends and were greatly surprised when they found that by means of a few marks on paper he could tell his friends what had happened. He was carried from one tribe to another until at last he came to Powhatan, the white man's enemy. He had ordered his men to kill Smith and when they were about to execute the dreadful order it is said that his little ten-year-old daughter, Pocahontas, rushed in and throwing her arms around the brave white man plead with her father to spare his life. Powhatan was a determined warrior but he could not refuse the request of his favorite daughter. Smith was returned to the colony with a pledge of friendship from the Indians. Pocahontas made many visits to Jamestown carrying baskets of corn for the settlers. A good many years after this incident, she married one of the colonists, John Rolfe, and went to live in England.

The London Company was impatient because the colony did not yield a greater profit. Smith redoubled his energies to make the colony at least self-supporting. When his year of office had expired, he returned to England never again to visit Jamestown, although he spent many years exploring the coast of the New England States.

## SUGGESTIONS

Tell the story of Captain John Smith.

Who was Powhatan?

Difficult words—fabulous, hostile, impatient, redoubled.

## SOMETHING TO READ

The Story of Pocahontas.—(*Martha A. L. Lane.*)

## SOMETHING TO REMEMBER

John Smith taught his colonists how to work. He showed them that success could only be had by labor.

## FIRST NEW ENGLAND COLONY

*The Pilgrim Fathers Sought Religious Freedom*

It was almost fourteen years from the first landing at Jamestown until a settlement was made at Plymouth in Massachusetts. A long time it now



DEPARTURE FROM HOLLAND

seems to us to delay the development of a country so rich in resources as America. Those were stirring times in England and we can better under-



stand the people who settled at Plymouth if we first learn something of what was happening in England. There had grown a feeling that the established state church was too formal and many of its members wanted a change in church methods. There were two parties. The followers of one party were called Puritans because they believed that the church should be purified. They did not believe that they ought to withdraw from the established church but that the ceremonies of the church should be reformed. The king stoutly opposed any change in church government. The other party had come to believe that their reforms would never be accepted by the state church and that it would be better to form a separate church where they could worship as their conscience told them was right. They were called Separatists because they separated themselves from the established church of England.

At the little town of Scrooby in the northern part of England was an active congregation of Separatists. They were so persecuted that they left England and settled at Leyden in Holland. They were then called Pilgrims. The people of Holland were kind to them and did not disturb them in their religious worship but they were still unhappy. They spent almost twelve years in the land of the Dutch but it was not their home. They were Englishmen and they realized that if their chil-



dren and their grandchildren were raised in Holland they would not be Englishmen but Dutchmen.

At last they decided they would rather risk the dangers of pioneer life in America than suffer their little band of followers to be separated from each other in Holland. They sent agents to England to get permission of King James to make a settlement in America. He would not give them a charter as was customary but would only promise



THE MAYFLOWER IN THE HARBOR

them that he would not disturb them as long as they behaved properly. The London Company at last gave them permission to settle in their territory.

The congregation at Leyden sailed from Holland in a ship called *Speedwell* but it was not well named for it was only with great difficulty that they reached Southhampton, England. Here they were joined by the *Mayflower*. The two vessels put to sea but the *Speedwell* was so leaky that it could not make the voyage. They stopped at Plymouth, England, and all those who hesitated were allowed to turn back. There were one hundred and two brave persons who went on board the *Mayflower* and continued the voyage.

They did not succeed in landing within the limits of the London Company but were carried far to the north. After a stormy voyage of sixty-four days they



SIGNING THE COMPACT

were made happy at the sight of the white sand of Cape Cod. Before they landed they held a meeting and agreed to make just and equal laws such as would be best for the general good of the colony. Each one was required to sign an agreement that he would obey the laws of the colony. John Carver, a deacon in the church, was named their first governor, and Miles Standish, who was much loved although not a member of

their religious order, was made their military leader. Even before they landed they laid the principle of good government.

On a stormy day in December, 1620, they came out of the *Mayflower* upon a flat boulder which was called Plymouth Rock. Captain John Smith,



LANDING OF THE PILGRIMS

who had been there before the arrival of the Pilgrims, had named the place Plymouth on his map of New England. They liked the name because it reminded them of England. Their landing was not signaled by the military display that marked the arrival of the Spaniards nor were there seen the traces of idleness which were noticeable in the

settlers of Jamestown. These were gentlemen in the full meaning which the word carries. With snow and ice under their feet, with a wintry blast driving the cold to their very marrow, with a heavy forest hemming them in and concealing the lurking savage and the howling wild beast, these men began to build homes. The *Mayflower* sheltered their wives and children until the gnarled timber was shaped into rude though somewhat comfortable homes. The winter was long and severe and many of this brave band were laid to rest in their burying ground. Their graves were early sown to grain in order that the Indians might not suspect that so many of their number had died.

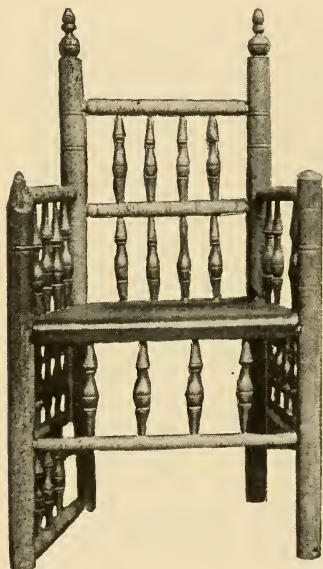
It is difficult for us to understand how much these Pilgrims suffered during that first winter. Their food supply was so low that at one time each one was given only five kernels of corn three times a day. Their brave hearts did not fail them and



GOING TO CHURCH



they cared for each other as best they could but half of their number died before the summer came. John Carver, their governor, lived through that trying winter but suddenly passed away while

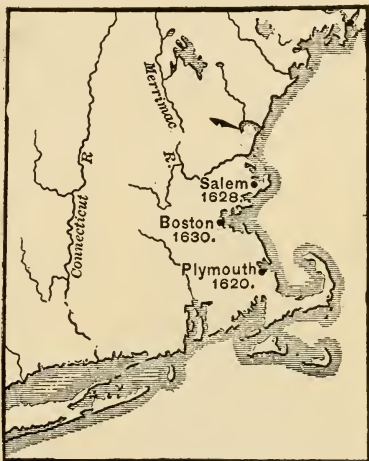


BREWSTER'S CHAIR

scattering seed for the summer harvest. They buried him on the hillside where so many of their company had been placed and selected the pious and kind-hearted Bradford to succeed him as governor of the colony.

All through the summer they were happy with their work and at its close they began to gather their harvests and prepare for the long winter. Their barley and Indian corn had yielded good returns and game was so plentiful that "four men in one day killed as much as, with a little help beside, served the company almost a week." The people of that little colony could see so many reasons why they should be thankful that their governor gave an order for a three-day feast of thanksgiving. This was the beginning of our Thanksgiving observance. Men were sent into the woods for wild turkey, housewives busied

themselves in their kitchens and a messenger was sent to Massasoit to invite the friendly Indians to their feast. To-day we can understand the meaning of Elder Brewster's prophetic words when he said: "Generations to come shall look back to this hour and these scenes of agonizing trial, this day of small things, and say, 'Here was our beginning as a people. These were our fathers. Through their trials we inherit our blessings. Their faith is our faith; their hope our hope; their God our God.' "



MAP OF PLYMOUTH

### SUGGESTIONS

How long between the first and second English settlements?

Why did the English colonies succeed better than those of France or Spain?

Tell the story of the Pilgrims.

### SOMETHING TO READ

How the Pilgrims Came to Plymouth.—Colonial Stories Retold from St. Nicholas.

Landing of the Pilgrims.—(*Felicia D. Hemans.*)

### SOMETHING TO REMEMBER

The Pilgrims sought and found freedom to worship God.



## KING PHILIP'S WAR

*First Lessons in Colonial Warfare*

At the end of the first half century after the landing of the Pilgrim Fathers the population of the New England colonies had increased to over fifty thousand. The settlements had been made mainly



KING PHILIP

along the coast but there were a few pioneer towns in the interior. The rapidly increasing number of white men alarmed the Indians. They saw their hunting grounds changed to cultivated fields and they foresaw that the land which had been theirs for so many years was soon to belong to the white man. The settlers had bought their land from the

Indians and had persuaded many of the red men to drop their wild and savage manner of living and adopt the Christian religion.

The old chief Massasoit, who had been such a good friend to the settlers, died and left two sons whom the English named Alexander and Philip. Alexander succeeded his father in authority and

was one day brought to Plymouth to answer to the charge of plotting against the English. While he was there he became ill and died before he could be returned to his people. This was ground for suspicion and the superstitious red men believed he had been foully treated. His brother Philip succeeded him and it was not long until there was a general feeling of unrest throughout the English colonies. At last King Philip was sent for and he entered into a treaty which he kept for three years.

The next news of an outbreak came from a young Indian who had studied at Harvard College and could speak the English language with ease. Philip burst into tears when he heard that eight or nine settlers had been killed but when the war had really begun he threw himself into the struggle. The Indians continued to slaughter the white settlers wherever they could find them but they were driven by the whites into the forests and swamps.

At last King Philip returned to his home in proud despair, but when one of his people suggested to him that it would be best to make peace with the whites, he slew him for daring to mention such humiliation. The brother of the slain man went to the camp of the Englishmen and offered to show them where King Philip was concealed. The Englishmen fell upon the Indian camp by surprise and took King Philip's little

son as a prisoner. This broke the courage of their brave leader and he cried out, "My heart breaks, I am ready to die." He was followed to his hiding place and killed by a bullet from an Indian's musket.

The war with the Indians was ended and their power was completely broken. Scarcely a hundred men were left in one of the strongest tribes and all of the tribes had lost heavily. The English, too, had suffered. Over six hundred men had given up their lives and there was scarcely a family which did not mourn the loss of some loved one. Twelve or thirteen towns had been utterly destroyed and more than six hundred houses had been burned. The estimated loss reached more than the then enormous sum of half a million dollars.

Through these trying times England had not even offered to help the struggling colonists and the sturdy Englishmen would not beg for assistance from the mother country. The king of England was careful to exact every penny for the duties on the things the colonists shipped. Near the close of this war he established a custom house or place where all of the royal duties could be collected. These were trying times for the colonists but they were learning lessons which would be useful to them in the years which were to come.

## SUGGESTIONS

Prepare for your teacher a list of the words used in this lesson which you do not understand. Tell the story of King Philip.

## SOMETHING TO READ

Old Times in the Colonies.—(*C. C. Coffin.*)

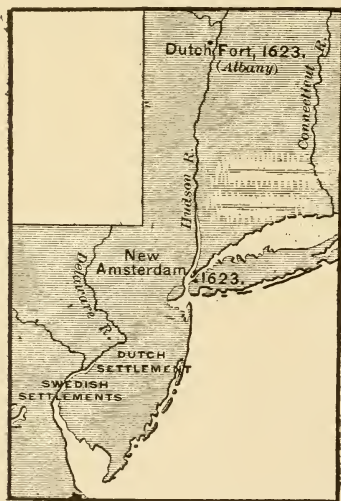
## SOMETHING TO REMEMBER

King Philip was a proud warrior. He wept when he learned that there must be war between the settlers and Indians. England did not help her colonists in this war.

## THE DUTCH IN AMERICA

*Peter Stuyvesant, the Last of the Dutch Governors*

We are sometimes inclined to believe that England was the only country that planted colonies in the New World, but we must not forget that after England defeated the great Spanish Armada there



MAP OF DUTCH SETTLEMENT

still remained France and Holland to dispute the territory with the English. The land which the French claimed lay so far to the north and west in the region of the St. Lawrence and in the valley of the Mississippi that the English gave them little thought in those early years of settlement but it was quite otherwise

with the Dutch. Holland was slow to realize the commercial value of the discoveries of Henry Hudson. The Dutch West India Company was organized to encourage trade with America.

The newly organized company called their land New Netherland and it lay between the Massachusetts colony on the north and the Virginia colony on the south. The distance between the two colonies was great enough to insure freedom of thought and of life for each of them. The English Puritan could live in his way; the Virginia cavalier could do as he liked; and the untrodden soil of the new continent offered a free life for the Dutch trader. Any person who could establish a colony of fifty persons might select for himself anywhere in New Netherland a tract of land not more than sixteen miles in length along one shore of a river, or eight miles on both shores, and in breadth as suited the location.



A COLONIST IN ARMOR

There were only two restrictions: they were to buy the titles to their land from the Indians and they were not to allow any cotton or woolen goods to be manufactured in America. The mother country reserved the right to manufacture. Holland had long been known for her industries and



her woolen and linen goods were known throughout the world and the mere mention of Dutch tiles and pottery told its own story.

The owner of a large tract of land was called a patroon and the plan succeeded well for him. There were those who would gladly come as settlers but they could not bear even the expense of their

fare. These could take up as much land as their need required and repay with interest whoever might bring them over.

In the spring of 1623 a party of colonists arrived at Manhattan. When they were about to land they came upon a small French boat which was about to



BUILDING HOMES IN NEW YORK

plant the fleur-de-lis, the banner of France, on the shore. A Dutch boat, armed with two cannons, was sent to escort the French out of the harbor. Thus ended the French efforts to get a foothold on the middle Atlantic sea-coast. Some people were landed at Manhattan, which means in the language of the Indian, "those who dwell upon an island." A little group of settlers ascended the Hudson river and built Fort Orange within the present site

of Albany and settled around it. The first American-Dutch baby was born at this fort.

About three years after the arrival of these first settlers, a man by the name of Minuit took command of New Netherland. One of his first acts was to buy the land from the natives. He paid twenty-four dollars for the entire island of Manhattan. It consisted of about twenty-two thousand acres. The wildest fancy could not have then suggested the fabulous price for which this same land would sell in the twentieth century. He established the fort of New Amsterdam.

The power and influence of the patroons grew so rapidly that the company would gladly have changed the charter had it not been unjust to break faith with the colonists who had settled under its provisions. Each year the wealthy land owners took things more into their own hands, and little they cared for the struggling people who owned fewer acres of land than they.

New Netherland was ruled over by several governors but the soldierly Peter Stuyvesant was the greatest of them all. There is something peculiar about his family name. It is a compound of a Dutch word which means to stir up with sand. It was probably the name of a breezy place on the seashore where the sand blew about and it was not uncommon for the names of places to become family names. It was certainly well suited to his character for he was full of grit and possessed stirring

qualities in no uncertain measure. He was a college graduate and took great pride in his knowledge of Latin. He had been a governor of Curacoa in the West Indies and his military service had cost him a leg. He was fearless in saying and doing whatever he believed to be right.

In 1647 he arrived as the governor of New Netherland and the people were so delighted that they used nearly all of the powder in the fort in their military salutes to him. In his address to them he summed up his idea of government in these words: "I shall govern you as a father his children for the advantage of the chartered West India Company, and these burghers, and this land." Had the people known their lion-hearted, generous spirited governor better they probably would not have used quite so much of their powder.

He began at once to set things aright but he soon found that he needed money to carry out his plans. The colonists were willing to furnish the funds necessary if they might have a voice or representation in the government of their colony so it was agreed that they should elect nine men to assist, when called upon, in managing for the welfare of all. In return for this feeble voice in self-government the colonists agreed to allow him to increase their taxes on furs and other things which they were now exporting. This would furnish more money to satisfy the ever-greedy West India Company.

The success of the Dutch West India Company caused Sweden to want to plant a colony and share in the profits of the rapidly developing New World. Peter Minuit, a former governor of New Netherland, was selected to lead the settlers to a good location. He felt injured because he had been dismissed from New Netherland and heartily entered into the new project. He landed his colonists on the west shore of the Delaware Bay and bought a large tract of land from the Indians. He called it New Sweden just as the English had called their new world home New England and the French had christened theirs, New France, and the people of Netherlands had cherished the memory of their homes across the sea in the name New Netherland. They built a fort and named it in honor of their queen, Fort Christiana. The Swedes were not welcome as settlers. The English in Virginia wrote to England for permission to drive them away and the Dutch sent them warning that it would be best for them to leave.

For a dozen years the Dutch suffered the colony to exist, but when Sweden became engaged in war with Poland, the sturdy Peter Stuyvesant saw the golden opportunity to strike a blow. With seven warships and seven hundred soldiers he entered Delaware Bay and sailed up the river. The five hundred settlers of New Sweden were taken by surprise and there was nothing they could do but surrender. The settlers were not disturbed. They

were simply to live under the flag of Holland instead of their Swedish flag. Little did the strong-headed Peter Stuyvesant think that he would soon be asked to take down the flag of his native land and hoist in its place the flag of England.

The English were never quite satisfied to have the Dutch on land which they claimed by right of



PETER STUYVESANT

the discoveries of the Cabots, although they had not occupied it. One day a messenger came riding at full speed to tell Governor Stuyvesant that the English fleet had sailed from Boston and was hourly expected at Manhattan. Stuyvesant had at his command only about one hundred fifty trained soldiers

and twenty mounted guns, a weak defense against so powerful a fleet. Stuyvesant consulted with the burgomasters and found them inclined to submit to the English.

These thrifty Hollanders had again and again asked for laws that would protect them from such heavy taxes and that would give them a stronger voice in their government, but Stuyvesant had always told them that the old laws must stand, and as to office holding, he had always said that if it was left to the common people to elect officers "that



we should have thieves on horseback and honest men on foot." The American idea of government had no place in the thought of the brave governor but we shall soon see that the voice of the people was to be heard.

At last a boat with a flag of truce landed and a half dozen Englishmen came ashore. They were escorted to the parlor of a nearby hotel, where Stuyvesant and the city officers received them politely. Their leader tried to show them how it would be to their advantage to yield to the English and handed a letter to Stuyvesant. Then the Englishmen returned to their boat. Meanwhile the great fleet was waiting in the harbor. Stuyvesant read the letter aloud and his officers asked that it might be read to the crowd of citizens who by this time had gathered outside.

Stuyvesant, who feared that the generous offer of the English might influence the already discontented citizens, positively refused, and when his magistrate insisted, he flew into a rage and tore the letter into bits. One of their number gathered together the scattered pieces and made a copy which was read to the anxious people. There were many who had grown tired of the arbitrary way in which they had been treated and were ready to accept the more generous offer of the English.

Stuyvesant prepared an elaborate reply defending the right of the Dutch title to New Netherland and sent it by four trusty friends to Nicolls, the



English colonel. This was a time when the pen was not mightier than the sword for word was sent to the governor that, "I shall come with ships and soldiers, hoist a white flag at the fort, and I may consider your proposals." Stuyvesant did all in his power to rally his people to oppose the English and the self-willed leader hesitated even while the gunners stood with lighted matches, awaiting his decision. The wisest and most influential men on his council told him that "resistance is not soldier-ship, it is sheer madness." Women and children flocked about the brave old man and with tear-stained faces begged him to surrender. The order to fire was not given. In a few moments the white flag fluttered over Fort Amsterdam and thus the rule of Holland in America came to an end and New Amsterdam became New York.

## SUGGESTIONS

Why did not Holland want her colonists to manufacture anything?

Who was a patroon?

How did the Dutch treat the French?

Why did Sweden want to plant a colony?

How did the Dutch treat the Swedes?

Write the story of how the flag of Holland was replaced by the flag of the English.

## SOMETHING TO READ

Old Dutch Times in New York.—(*Thomas Wentworth Higginson.*)

The Story of Manhattan.—(*Scribner.*)

## SOMETHING TO REMEMBER

Peter Stuyvesant was the last of the Dutch governors. He did all that he could to keep New Amsterdam for Holland, but he did not succeed.

## WILLIAM PENN

*The Founder of Pennsylvania*

It was fortunate for the poor and oppressed of Europe that America was discovered. This vast territory offered a safe retreat for many whose lives had been narrowed by laws which did not



WILLIAM PENN

recognize the brotherhood of man. In England there lived a little boy whose father was an admiral and possessed wealth and had great influence with the king. When he was sixteen he entered Oxford College and gained the reputation of being a good scholar and an athlete. He

was fond of field sports, was a good oarsman and loved Greek. It is said that he could speak fluently the Latin, Italian, French, German and Dutch languages.

While at Oxford he was converted to the Quaker faith. The Quakers were a religious sect that was greatly persecuted in England. The boy's father, Admiral Penn, was determined that his son, William, should follow in his footsteps and sent him to Paris with some fashionable friends, thus hoping

to cure him of his Quaker notions. He spent several years in travel and study but not once did he renounce his Quaker faith. While he was in Ireland, he was put in prison because he attended a Quaker meeting. His father, who was a loyal member of the Church of England, was thoroughly disgusted with his son. One day he told William that, "You may *thee* and *thou* other folk as you may like, but don't dare to *thee* and *thou* the king, or the duke of York, or me."

The king was inclined to treat the matter in a jovial way and one day when he met the young man, he removed his hat. "Why dost thou remove thy hat, friend Charles?" said William Penn. "Because," replied the king, "Wherever I am, it is customary for only one to remain covered!" Admiral Penn could not thus lightly pass over what he considered his son's obstinacy and turned him away from home without money.

Lady Penn begged that their son be not so harshly treated and an intimate friend of Sir William explained to him that he ought to be proud of a son of such noble character and of such varied abilities. The father at last repented and William was restored to full favor. He inherited a large estate and he planned to establish a home for his Quaker friends. His attention was directed to America as a good place. In 1680 he began to plan for a tract of land in America. His father had never received all his salary as a naval officer and

had lent the crown money. Penn sent a petition to the king asking that in payment of the debt he be given a tract of land lying north of Maryland. On the 4th of March, 1681, the king, Charles II, placed his signature to the charter and Penn became lord of a vast territory of over forty thousand square miles, or a tract of land about the size of England.

So little was known about the geography of this country that it required more than one hundred years to settle the boundary between Pennsylvania, Maryland and Virginia. Commissioners attempted to survey it but could not agree. To complete the work, skilled surveyors, Mason and Dixon, were brought from England. They completed all but the last thirty-six miles when Indian troubles caused a suspension of the work. At the end of every fifth mile they placed a stone, brought from England, which was engraved on one side with the arms of Lord Baltimore and on the other with that of the Penns. The remaining thirty-six miles were surveyed by Alexander McLean of Pennsylvania and Joseph Nevelle of Virginia. This line is always known in history as the "Mason and Dixon" line.

Penn planned to call his province New Wales, because he had been told that there were hills west of the Delaware. The king decreed otherwise and named it Sylvania, meaning Woodland, and while he held the draft of the charter in his hand he

added Penn before Sylvania. Penn did not like this for he thought it appeared egotistical. The quick-witted Charles II told him that he would not keep it on his account but to keep in memory the name of the admiral, his noble father.

In 1682 Penn sailed in his ship *Welcome* for his new province. He started with a hundred passengers on board but more than thirty died from small-pox before they reached their new home. Near the end of October, Penn landed at Newcastle and was received with shouts of welcome by the Dutch and Swedish settlers. Penn showed his deed of authority and an agent of the duke of York formally delivered up the province by giving Penn "turf and twig and water," as the old feudal law said should be done. The journey up the Delaware was continued in an open boat and the site for his city was reached the first week in November. There was a meeting of the delegates from the settlers and rules by which they were to be governed were discussed. This colony was to be a free home for all mankind.

He told them that, "You shall be governed by laws of your own making. I shall not usurp the right of any, or oppress his person." Penn then began to lay out the city which he called Philadelphia, which means "brotherly love." The streets were named for the trees, pine, chestnut, walnut and cedar which grew near. The idea of self-government took good root in this colony and in this



same city ninety-three years later the Declaration of Independence was signed.

At first, settlers came faster than log cabins could be built for them. Many were forced to live in caves until houses were built. In less than two years there were more than six hundred houses. Many of them were frame and some of bright red brick.

The deputy governor, who had been with the settlers before Penn's arrival, had exchanged many pledges of friendship with the red men of the forest. Penn called a council of the chiefs of the neighboring tribes. They met under the open sky and when Penn saw them assembled under the spreading branches of a great elm tree he went to meet them without weapon of any kind and with no mark of rank except a sash of blue silk. The Indians were pleased with the stranger and they formed a semi-circle to hear the word of their great brother explained to them by an interpreter. He said to them: "Brothers, listen! Brothers, we are come to bring good words to your ear. We call you brothers, too; yes, the red men on this side of the big water and the white men on the other side are all children of the Great Spirit, and so must love one another and never fall out." When he had finished, the Sachem slowly arose and thus replied: "Brother, your words are few; we feel them burning in our hearts. Brother, we feel that the Great Spirit is good; our hearts always told us

so, and we see it with our eyes. This big water which runs along by this Shackamaxon, with all the fish in it, speaks that the Great Spirit is good; this ground that grows so much corn, beans, and tobacco for us speaks that the Great Spirit is good,



PENN'S TREATY WITH THE INDIANS

and would not have done such things for us if he had not been good and loved us so much." He then made a pledge of friendship which should endure as long as the sun and moon gave light.

As time passed and the Indians found every word of the treaty fulfilled by Mignon, as they called him, the name of the whiteman who could keep faith with the savage spread far and wide. Penn received news from England which made it

necessary for him to go back to his home. He expected soon to return to his colony but persecutions and imprisonments and family sorrows followed each other in such quick succession that it was many years before he could even visit his "holy experiment" as he called it. Such was the beginning of one of the most prosperous of the thirteen colonies.

### SUGGESTIONS

Write the story of Pennsylvania, using the following topics:

1. William Penn, the founder.
2. How he treated the Indians.
3. Success of his colony.

### SOMETHING TO READ

Colonial Children.—(*Hart.*)

### SOMETHING TO REMEMBER

William Penn will always be remembered as the founder of Pennsylvania. The word means Penn's Woods. Philadelphia means "brotherly love."

## THE LAST OF THE ENGLISH COLONIES

*Georgia, the Home of the Oppressed*

The other colonies about which we have learned were established for various reasons. Some for religious freedom, some to extend the territory of the parent country in the New World, and some to gain riches for the founder. James Oglethorpe, a wealthy military man of England, established his colony as a home for those who could not pay their debts. He said he intended to hold the land in trust for the poor and he selected as his motto for the colony, "Not for self but for others."

The oppressed, not only of England, but of Germany and of other countries as well, flocked to his colony. The laws of England then were strict about debts and more than four thousand men were at that time in prison for debt. Oglethorpe believed that the punishment was too severe when their only crime had been misfortune. He spent a part of his fortune in paying the debts of some of these poor men and then received permission from King George to establish a colony in America as a home for them where they could begin life anew. He was given permission to occupy the land south of the Carolinas. The Spaniards had settled in Florida and claimed the land farther to the north than the present boundary of Florida. This colony

was to serve as a wedge to keep the Spaniards from extending their territory and to protect the settlers of the Carolinas from Spanish invasion. Oglethorpe named the colony Georgia in honor of his king.

In 1733 he landed with thirty-five families. The settlers from South Carolina gave them rice and cattle to help them until they could help themselves. Oglethorpe bought the land from the Indians and located his followers at Savannah. He lived with his colony and taught the people how to lay out their town and how to build their houses. For more than a year he lived in a tent stretched beneath four wide-spreading pine trees.

He established friendly relations with the Indians. One day one of the chiefs brought him a buffalo skin, on the inner side of which was painted the head and feathers of an eagle. "Here is a little present," said the chief. "The feathers of the eagle are soft, and signify love; the buffalo skin is warm, and is the emblem of protection; therefore, love and protect our families." The Indians liked Oglethorpe because he treated them fairly and because they admired his military appearance and his great endurance. These were qualities which appealed to the Indian wherever he found them.

As the colony developed, the dominating spirit of Oglethorpe was not so acceptable to the colonists. They early caught the spirit of liberty which the free and unclaimed America suggested. His

laws were strict and he did not allow the colonists a voice in their own government. No one was allowed to own land in his own name and each man was assigned fifty acres of land, no more no less. He did not own it, he could not sell it and at his death it was given to his oldest son, or if he had no son, it was returned to the trustees of the colony to be assigned to some one else. The wife or daughter could not hold land.

It was his plan to establish a military colony which could be called upon at any time to repel a Spanish invasion. The expected trouble with the Spaniards came but Oglethorpe by his wise management kept the Spaniards from getting possession of Georgia. After ten years of faithful service in the colony, he returned to England. He was made a major-general in the English army. He never returned to the colony for which he had so faithfully labored without hope of reward. The control of the colony passed to the king of England and thus it remained until the Revolution.



## SUGGESTIONS

Why do we honor Oglethorpe?

What was his motto?

Difficult words—invasion, dominating, trustee, assign, misfortune.

## SOMETHING TO READ

The Thirteen Colonies.—(*Helen A. Smith.*)

Source Book.—(*Hart.*)

## SOMETHING TO REMEMBER

Virginia was the first colony and Georgia was the last. It was named Georgia in honor of King George.

# GROWTH AND DEVELOPMENT

## THE THIRTEEN COLONIES

### *Their Homes an Index to Their Lives*

From the planting of the first English colony at Jamestown until Georgia was settled by James Oglethorpe there was a lapse of one hundred and twenty-six years. The number of colonies had now increased to thirteen. They were located along the Atlantic coast and extended from Maine to Georgia. For convenience we group them in three classes. The New England Colonies: Massachusetts, Rhode Island, Connecticut and New Hampshire; the Middle Colonies: New York, New Jersey, Pennsylvania and Delaware; and the Southern Colonies: Maryland, Virginia, North and South Carolina and Georgia.

Brave and determined people had made their home here because they had sought freedom from some form of oppression and now we shall watch this same spirit of freedom grow and develop. At first they were quite dependent upon their mother country but little by little they learned that they need not rely so much upon their old homeland. The Puritan in New England, the cavalier in Vir-

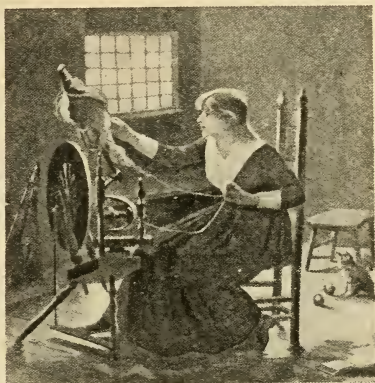
ginia, the Quaker in Pennsylvania, and the Dutch in New York had all come to America for the opportunity to live in their own way.

At first these colonists knew little of each other but gradually they came to understand that they were in a measure kindred spirits even if they did differ in their religious beliefs and in their manner of living. The Puritan of Massachusetts when he became dissatisfied could find a home in Connecticut or Rhode Island and the Dutch of New York might find a welcome among the people of Pennsylvania.

The homes of a country are a good index to the lives of the people. This was true in the lives of the colonists. At first the houses were holes dug in the ground or sheds covered with branches or bark huts. When New York had thirty houses all but one of them were hovels. A little later their cabins had hewn logs or "puncheons" for their floors. They did not have windows with transparent glass but instead their rooms were lighted through sheets of oiled paper. At evening they sat about their fires reading books that had been printed in the homeland, or listened to the strange stories of pioneer life and adventures, with no light save the flicker of the pine knots in the fire-place or the glimmer of a candle or greased rag. These lights now seem to us all too dim as we compare them with the brilliant gleam of our electric lights. The colonists did not long live in this primitive

fashion for the progressive spirit of these colonists could not be content with such surroundings. They longed for the comforts that they had left and as they began to use what they had, they found that a great opportunity was before them to do whatever they most desired. The great tall and beautifully formed forest trees furnished excellent material with which to build homes. Bricks were made from the clay. These were used in the great chimneys which were usually placed near the center of the house. A few houses were built entirely of brick but they were looked upon almost as palaces. How well they builded may be seen by the style of colonial architecture which is noticeable in many of our best buildings of our own time.

It would be interesting if we could go with one of these colonists as he busied himself with his daily round of work and at evening follow him to his home and visit with him as he entertainingly tells of his house with its large hall and rooms on either side and of the rare old pieces of furniture which he had brought across the sea. With what



SPINNING FLAX

pride he would open the great chest filled with expensive clothing which his family inherited, for in those times fashions did not change as rapidly as now and it was not uncommon for richly embroidered garments to be kept in a family for many years. Clothing was often willed the same as land or other property.

In the Southern colonies the soil was very fertile and people lived on great plantations. One man would often own many hundreds of acres of land. Sometimes the grounds about the home were so extensive that a live oak avenue a mile long would lead from the outer gate to the house. The work on these great plantations was done mostly by negro slaves who lived in houses which had been built for them. At this time in the development of our country, negro slaves were held in almost all of the colonies. Many white men had been brought here from England, and especially in the Southern colonies, they were bound to rich planters to work for a certain number of years. There was no law forbidding a colonist to hold slaves.

In the Middle colonies the homes reflected the character of the people who lived in them and in many ways resembled the old homes that they had left. The Dutch mansion was usually built of brick with a gable end facing the street. The front door was decorated with a heavy brass knocker which was daily polished. Every family kept a cow, and the tinkling bells at morning and evening



as the cows went and came from the common pasture marked the milking time. We shall always be grateful to those early Dutch settlers for introducing into our country the happy Christmas customs, the colored Easter eggs, and New Year visiting. About their homes, were planted, many of the gay colored flowers which they had loved in Holland.



AN EARLY MEETING HOUSE

The New England home was very plain. There was no trace of the royal style of living which was noticeable in the Southern colonies. They brought with them many of the Old England customs and names which they loved, but most of all they enjoyed their freedom to worship God as they pleased.



Their laws were very strict and they were especially careful about what they did on Sunday. They did not have bells for their churches, but a man stood on the door-step and called the people together with the tap of a drum. Everybody was compelled to attend church on Sunday and every man was armed with a gun, so that they were always prepared if the Indians should attack them.



Colonial Dame Who  
Was Fined for Ab-  
sence from Church

The men were seated on one side of the room and the women on the other, while the boys were given a place by themselves. People were not allowed to nod in church, for there was a watchman who carried a wand tipped at one end with the foot of a rabbit and at the other with the tail; and the men and boys, who were found napping, were gently tapped with the heavy end of this stick while the women were reminded of their duty by gently tickling their foreheads with the lighter end of the same stick. Their Sunday began at sunset Saturday and lasted till sunset Sunday.

The boys and girls of those far away days could not look forward to a university education, although schools were early established, and when Boston was only six years old, the sum of two thousand dollars was given for a school which we now call Harvard University. The New England

boys and girls had to work hard, for the settlement of any new country requires much work; but it was not so much their work, that has made New England famous, as it was the lessons of self-control which these young people learned. They had learned to put duty before pleasure, and this was the secret of their wonderful success.

As early as 1647 every town, and most of the New England settlers lived in towns, was ordered to have a free school. If the town contained over one hundred families, it had a grammar school. In Connecticut, a town that did not keep a school at least three months in the year was fined. At the beginning of the eighteenth century, ten ministers brought together a number of books, each one saying as he laid down his gift, "I give these books for founding a college in Connecticut." This was the beginning of Yale College.

In the Middle colonies, churches of various denominations were established. The Swedes had a meeting house even before William Penn came with his Quaker brethren. The Dutch domine of New York was sometimes paid his salary in beaver skins. The schoolmaster was not so well paid. He was often compelled to add to his salary by ringing the church bell, digging graves, or acting as town clerk.

There were no steel or gold pens in those days. The only pens to be had were those made of goose

quills and each person whittled out his own pen as best he could.

Their use of capital letters was quite different from ours. They wrote all nouns, verbs, and other principal words of a sentence with capital letters. Their spelling too was peculiar. They did not have dictionaries to which they might go to find the correct spelling of words, but each one spelled according to his own fancy. The verb "*be*" was often spelled "*Bee*" with a capital letter at the beginning of it.

Education and churches were not neglected in the Southern colonies, although it was more difficult for them to hold public gatherings on account of the large plantations which scattered the population. They cared for their ministers by having a law that each minister should have the use of a hundred acres of land and that he should also have a portion of the "best and first gathered tobacco."

Many of the planters of the Southern colonies employed well educated men to teach their children. There was no system of free schools for all of the children, because the families lived so far apart on the great plantations that the children could not meet at a common school house as they could in the New England colonies where almost everybody lived in villages.

The same spirit of thrift and enterprise that characterized the early settlers is noticeable in the early educational life. What they lacked in books

and equipments, they made up by observation and careful study of what they had. So well did the young people of those days make use of every opportunity, that not only England but all the world was compelled to recognize the intelligence and genuine worth of the rugged boys of the then American wilderness.

### SUGGESTIONS

Name the thirteen colonies. Write of an imaginary visit to the home of one of the early colonists.

Find pictures or make models of New England houses, of Dutch houses, and of colonial homes in the south.

### SOMETHING TO READ

Grandfather's Chair.—(*Hawthorne.*)

Colonial Children.—(*Hart.*)

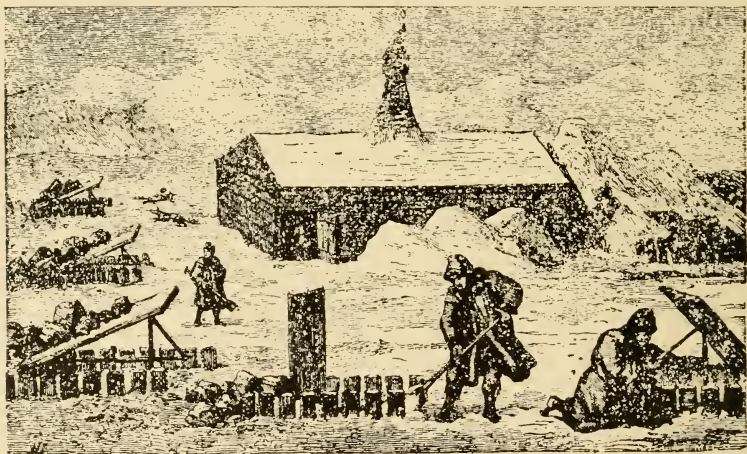
### SOMETHING TO REMEMBER

The children of colonial times were happy and industrious. They became men and women whom the world honored.

## NEW FRANCE IN AMERICA

*France Claims the Great Interior*

While the English were busily engaged planting their colonies along the Atlantic seaboard, there was a powerful country in Europe that was quietly, but persistently, taking possession of the great interior of America. Because of the discov-



A WINTER SCENE IN NEW FRANCE

eries of Cartier, France claimed the St. Lawrence valley and had planted colonies to make good her claims. Her bold and far-sighted explorers had explored the Great Lakes, had followed the head waters of the Wisconsin, the Illinois and the Wabash rivers whose waters were mingled with those



of the Mississippi, or the Father of Waters, as the Indians of the long ago called it. They had descended the great river to its mouth and had there placed a colony to seal their claim to the great interior.

In 1671, the Frenchmen formally took possession of the great northwest. They invited representatives of the Indian tribes of the lake region and surrounding country to a great feast. Every device was used to entertain the red men of the forest. Games of ball and mock fights engaged the savages and they were feasted with wild fowl, abundance of fish, and the fruits of the season.



MAP OF THE GREAT NORTHWEST

After they had been entertained for several weeks, the people, both savage and French, assembled on a lofty hill, which overlooked the Sault Ste. Marie Mission, in, what is now, northern Michigan. Both Indians and white men either wrote their names or made their marks on a piece of paper which showed that France claimed all of the land from the Arctic Ocean to the Gulf of Mexico and from the eastern coast of Labrador as far west as the



land might go. Some thought that it might extend two or three hundred miles west of the Wisconsin river. A glance at your map will show how much more they were claiming than they really knew. They planted a heavy wooden cross, and, close beside it, they set a wooden post with the lilies of France cut in it. The Frenchmen gathered around and chanted a Latin hymn, while the commander held up a piece of sod as a sign of their having taken possession. The Indian braves quietly disappeared in the forest, little understanding what it meant to join, heart and hands, with the Frenchmen.

### SUGGESTIONS

Trace the St. Lawrence river.

France claimed this valley.

Trace the Mississippi.

France claimed all of the territory drained by it and its tributaries.

Explain what was meant by the northwest.

Difficult words—persistent, descend, device, representative.

### SOMETHING TO READ

How Our Grandfathers Lived.—(*Hart.*)

### SOMETHING TO REMEMBER

France claimed the land from the Arctic Ocean to the Gulf of Mexico, and from the eastern coast of Labrador as far west as the land extended.

## JOLIET AND MARQUETTE

*The Missionary's Message to the Indians*

France, not unlike other countries of Europe, was eager to get control of as much of the New World as possible. Linked with her desire for territory, was the desire to convert the Indians to the Christian faith. Wherever her explorers went, there, too, went a Jesuit missionary, and sometimes the duties of an explorer and of a missionary were united.

A waterway from the Great Lakes to the Pacific Ocean was greatly desired, and they believed that this might be found in the Mississippi, for, although they had long known of the discovery of the great De Soto, they still believed that the mighty Mississippi flowed into the Pacific Ocean. Louis XIV sent word to the governor of New France that he wished him to give attention to the passage to the South Sea, as they called the Pacific Ocean. Joliet, who had been born in New France and was acquainted with the Indians, was selected to carry out the king's wishes. This was an opportunity for the missionary to carry the Cross to his savage brothers. Jacques Marquette, a Jesuit priest, was chosen to accompany the daring Joliet. In company with five other Frenchmen, these two men, so different from each other and yet so well

suitcd to comfort and sustain each other, set out in two birch canoes. They took with them a generous supply of dried corn and smoked meat. From Green Bay, they ascended the Fox river to Lake Winnebago. The French had never been beyond Green Bay, and they found that they were in need of guides. They assembled the chiefs of three Indian nations and told them that their governor had sent them, to explore new countries, and to tell them of the Creator.

The Indians at first tried to discourage them by telling of the dangers of the great river and of the monsters that "devoured men and canoes together." Seeing that the men were determined to go, they sent two guides, who helped carry the canoes across the country to the Wisconsin river. A seven days' voyage brought them to the Mississippi in June, 1673.

For many days they floated down the beautiful river, until they came to an Indian village. As soon as the Indians knew of their arrival, they sent four old men to speak to them. They carried two pipes, ornamented with feathers. They marched slowly and first presented their pipes to the sun and then offered them to the strangers. Had they not taken the pipes, and at least pretended to smoke, they would have been considered enemies. They slept in the chief's hut and were given belts and other articles made from the hides of bears and buffaloes. They were escorted to their canoes by

about six hundred people. Father Marquette tells us that these Indians belonged to the Illinois tribe, and that the name "Illinois," in their language, means men. He thought that they were the most human Indians he had ever seen.

As they continued their voyage down the river, they heard a great rushing of water and saw small islands of floating shrubbery coming out of the mouth of another river which flowed from the northwest. Here, they looked, for the first time, upon the seething, turbid waters of the Missouri which had been gathering its yellow sand in its course of three thousand miles.

They now began to believe, judging from their compass, that the Mississippi flowed into the Gulf of Mexico, and not into the Gulf of California, as they had hoped. On and on, they went, until they came to the mouth of the Arkansas river. They found Indians, here, armed with bows and arrows, clubs, axes, and knives, and soon learned that they would not have hesitated at all to use them if an opportunity had been given. The Indians grouped themselves in three parties. One party stood on the bank to prevent the Frenchmen from landing, while the others plunged into the water to take possession of the canoes. The current was so strong that they could not reach the boats, so they returned to land. The Frenchmen then showed the pipe of peace, but the Indians continued to shower their arrows at them. At last, the Indians made

signs for the strangers to come on shore, which they did, although they had fears for their safety.

Father Marquette spoke to them in six different languages, but they could not understand any of them. At last they brought an old man who spoke the language of the Illinois tribe and could interpret for them. Marquette gave them presents and told them about God and the universe, and they became so interested that they begged the missionaries to stay with them. Father Marquette and Joliet counseled together and decided that they would attempt to go no further, for fear that they might be captured by the Spaniards. They had learned from the Indians that they were likely, soon, to reach the territory of the Spaniards with whom the Indians had been trading, and from whom they had learned their cruel mode of warfare.

The two frail canoes could not cope with Spanish arms. After a day's feast, the Frenchmen began their return to Canada, leaving the rediscovery of the mouth of the Mississippi to another.

#### SUGGESTIONS

Make a canoe or draw the picture of one.

What was the pipe of peace?

Tell some Indian stories about the pipe of peace.

#### SOMETHING TO READ

Pioneer of the Mississippi Valley.—(*McMurray.*)

#### SOMETHING TO REMEMBER

The influence of these two men was noticeable for many years in the lives of the Indians of the Mississippi valley.



## ROBERT DE LA SALLE

*He Gave the Great Mississippi Valley to France*

The unfinished work of Joliet and Marquette was taken up by La Salle. He had been educated as a Jesuit, but had given up the work of a priest to engage in the fur trade in Canada, which offered such alluring opportunities. On the death of Father Marquette, La Salle was filled with a desire to complete the voyage to the mouth of the Mississippi and to plant a colony there. The disappointments which he met would have shaken the purpose of a less determined man, but when once his heart was set on doing a thing, he would not give it up.

He made three attempts before he succeeded in reaching the Illinois river. He then passed through it

into the waters of the Mississippi and on to its very mouth. In the month of April, 1862, he planted the standard of France, and declared that all the territory drained by the great river



LA SALLE



and its tributaries belonged to France, and, in honor of his king, Louis XIV, named the country Louisiana.

He was so enthused with the idea of colonizing the valley of the Mississippi, that he made his way back to Quebec, and from there went to his old homeland to enlist the interest of his king in establishing a colony at the mouth of the Mississippi and then in connecting it with Canada by a large number of military stations. The king was well pleased with the plan and fitted him out with four ships and two hundred and eighty persons to establish his first colony.

La Salle intended to sail directly to the mouth of the Mississippi but his pilot missed it. It is not really known that he missed it intentionally. They sailed beyond the mouth of the great river and finally landed at Matagorda on the Texas shore. One of the ships was lost in landing, and thus went down the provisions which the king had supplied with such a lavish hand. After two years of suffering and endless disputes, La Salle determined to find, if possible, the Mississippi and ascend it until he might find help at some French missionary fort. He set out with sixteen companions, but they had not gone far until his companions became dissatisfied, and, one day, while La Salle was only a short distance from the camp, two of them fired at him from their hiding in the tall prairie grass. Thus, suddenly, was cut short, the life of a man who

had done so much to extend French territory. Only seven of his companions ever lived to reach a French settlement. About sixty military and trading posts were scattered along the great river, but the failure of the French to occupy and to colonize the Mississippi valley weakened their power and put off, until a much later date, the development of one of the most productive sections of the North American continent.

### SUGGESTIONS

Tell the story of La Salle

Difficult words.—enthuse, enlist, dissatisfied, Jesuit.

### SOMETHING TO READ

American History Stories.—(*Pratt.*)

### SOMETHING TO REMEMBER

His effort to reach the mouth of the Mississippi was unsuccessful. He failed to plant his colony at the mouth of the Mississippi.

## THE FRENCH AND INDIAN WAR

*George Washington, the Man of the Hour*

As we pause at the very beginning of open hostilities between two great countries contending for territory in the New World, a mighty picture rises before us. We see, now, that the eighteenth century was one of war. It was a time of change from the old way of living to a new and a better kind of life. In the background, we find England and France at war with each other in the old world, and it was but natural that their colonies in America should take up the quarrel. Nestled along the Atlantic seaboard, were the English colonies, while to the north and west were the French, fewer in numbers but fortified with their military posts dotting the interior, and allied with them were many of the Indian tribes.

The English based their claim to the disputed territory on the splendid services rendered by the Cabots. The ambitious spirit of the French could not endure to allow the English to overlap their territory which had been bought by the lives of so many of their missionaries.

Both countries found it profitable to engage in the fur trade with the Indians in the region north of the Ohio river. George II, King of England, granted to a company of leading men of Virginia

a tract of five hundred thousand acres. This grant was to be located north of the Ohio river, and included the territory between the Alleghany and Monongahela rivers. The association was called the Ohio Company. Even before the company could arrange to send out a colony to occupy this territory, the French governor of Canada sent three hundred men to occupy this same territory. They really acted as though all of the fur bearing animals of this great continent were gathered together in the country north of the Ohio river; but they were in truth getting ready to settle the question as to who should own the territory between the Mississippi river and the Appalachian mountains.

This was a critical time for both the English and the French in America. Men of courage and of wisdom were needed. There lived in Virginia, a young man who possessed the qualities of noble manhood. He was born of good English ancestry on the 22nd of February, 1732, in a plain country home which overlooked the Potomac river. His parents, Augustine and Mary Washington, gave him the plain and unassuming name, George. We have learned, since, to love the name of George Washington not because there is anything unusual about the name, but because of the sterling qualities of character which this boy possessed.

When he was about three years of age, his father moved to another plantation in Virginia which lay along the Rappahannock river, near Fredericks-

burg. Here was his boyhood home, here he had the meadows for his playground, and here he learned to ride, an accomplishment which served him so well in the work which afterwards was his. He went to school at an "old field school-house" which was taught by one of his father's tenants, named "Hobby." His older brother, Lawrence, returned from school in England when George was about seven or eight years old. To the younger brother, he was a model to be looked up to, and from him seems to have been kindled, in the life of the younger brother, that military spirit which had smouldered in the blood of the Washingtons for many generations. He saw his brother fitted out for military life in the West Indies, and his games took on a military air. His schoolmates became soldiers, sent, here and there, at his command.

When he was ten years of age, his father died. He had been away from home on a visit and reached his father's bedside just in time to receive his parting message. From that hour, added responsibilities came into his life. His mother, who was a sensible and conscientious woman, carefully trained her children and early taught them the underlying principles of true manhood and noble womanhood.

His education was practical, and, even as a boy, he was accurate and persevering. His books and the records which he made are models of neatness. He

somehow found time to do well whatever he had to do. When he was sixteen, he went to live with his older brother, Augustine, in order that he might attend a better school. His association with his older brother, who had been trained in England, was a great help to him.

He early showed a taste for surveying, or the measuring of land. This was fascinating work for a boy who loved to live in the open air. Although his father had left to each of his children what now seems a large tract of land, yet, in those early days, it yielded only a moderate income. Virginia then lay at the edge of a great wilderness, and the land-owners scarcely knew where their property extended. The measuring of this land promised a profitable business, for the owners were anxious to know where to place their fences. Lord Fairfax, a wealthy Englishman and an extensive land-owner, who was acquainted with the young Virginian, offered him employment in helping survey his estate. Thus, opportunity came to the youthful Washington, as it will come to every boy who is prepared to grasp it, not because of any special fitness but because he had shown himself painstaking and really in earnest about the studies which he had in hand.

The climbing of mountains, wading of swamps, fording of rivers, sleeping on the half-frozen ground, and plunging through thickets and underbrush in drenching rains, made no pleasure-trip,



but so thoroughly did young Washington do his part of the work, that, when he handed his report to Lord Fairfax, his success as a surveyor was assured. The wealthy Englishman was so well pleased with his work that the next year he helped him secure a license as a surveyor. For three years, Washington followed surveying as a business, and it is said that no error was ever found in his work and that some of his surveys are still authority for a part of the boundaries of Virginia.

During his life as a surveyor, Washington learned much about the life of the frontier settlers and of the character and habits of the Indians. He became so familiar with the country, that he could find his way through trackless forests. He learned to interpret the things about him and use them to help him in his work. These may seem unimportant in the life of a young man who is some day to be a leader of men, but these were the things by which he wrought success where others met with failure.

The trouble between the English and the French continued to grow. Each country tried to gain the friendship of the Indians. The English sent to England for goods that would please the Indians. The French, also, tried to win them to their side and many of the tribes toward the north united with the French. The Indians living in the disputed territory found leaden plates which the French had either nailed to trees or buried in the

ground. On these plates, it was written, that all this territory on both sides of the rivers to their sources belonged to France. The Indians gazed in amazement at these strange plates, but at last they solved their meaning. They said, "They mean to steal our country from us," and they decided to join the English. It was fortunate for the English that they so decided, for they could greatly assist them in spying out the enemy and in acting as guides through the forest. A messenger from the Miami tribe assured the governor of Pennsylvania that their friendship for the English "would last while the sun and moon ran round the world," and gave him three strings of wampum.

The English wisely made their settlements south of the Ohio river and east of the land claimed by the Indians. This gave them opportunity to trade with them and obtain the rich furs which both the French and the English so much desired. The French were not so considerate and built their forts within the territory claimed by the Indians. The old Half-King of the western tribes once went to the French fort on Lake Erie and complained to them, saying: "Fathers, you are disturbers in this land by building towns. We kindled a fire a long



THE HALF-KING

time ago at Montreal, where we desired you to stay. I now advise you to return to that place, for this land is ours." The French commander replied to him: "I tell you that down that river I will go, and build upon it. My force is as the sand upon the seashore. Therefore here is your wampum; I fling it at you." The old man, disappointed and injured at the defiant manner and threats of the Frenchman, returned to the English for protection.

News of what the French were doing, finally reached Governor Dinwiddie of Virginia. He at once decided to send a messenger to the French commander, demanding an explanation. He wanted a man who was strong and brave, one who understood the red men and could cope with the white men. He found these requirements in the youthful George Washington, and, although he was only twenty-one years of age, he selected him for this important mission. Washington had but little military training, but he understood that the first duty of a good soldier was obedience, and he immediately began preparations for his dangerous journey. On the last day of October, 1753, he started for the French fort on Lake Erie. He was attended by four experienced woodsmen, an interpreter, and Christopher Gist, one of the best guides in Virginia. To-day, when we can flash a message across the country by wire and can travel with such speed in beautifully upholstered cars, we can not

understand the courage of a young man who would undertake to go to the camp of an enemy through a trackless forest filled with lurking Indians. Our hero was undaunted, he reached the Youghiogheny river, and, dividing his party, two men went down the river in a canoe to where Pittsburg now stands, while the rest of the party took the horses by a roundabout trail which kept away from the rivers. When they met at the place where the rivers unite to form the Ohio, they were still far from the French fort. A runner was sent to tell the Indians that the English were their friends and to invite the chiefs to a council. When they assembled, Washington told them that he would protect them from the French and asked that they would help him to reach the French. They exchanged gifts with each other, and, after many ceremonies, he continued his march. He was accompanied by the Half-King and two other chiefs. At last, they arrived at the French fort and Washington was received with true French politeness by the commander, St. Pierre. On receiving the letter, the commander and his officers retired to a private apartment to translate Governor Dinwiddie's message into the French language. It was two days before St. Pierre delivered to Washington his sealed reply. Those had not been idle hours for Major Washington, as the governor had called him in the letter, for he had carefully noted the plan and

strength of the fort and had made a record of the number of canoes which they either had in readiness or which were in process of construction, to carry their troops down the river as soon as spring came.

It was with difficulty that Washington persuaded his Indian companions to return with him. The French used every device to break their friendship with the English. They feasted them and gave them gifts, but Washington's shrewdness finally prevailed and he set out with his little company. They found the river full of floating ice. Their frail canoes were in danger of being driven onto rocks. At Fort Venango, Washington left the river to go by land. It was Christmas day and they had a long journey before them. Washington saw the uselessness of trying to urge the horses through the deep snow, so he dismounted, dressed himself in an Indian hunting suit, strapped his pack of provisions and valuable papers to his back, and, taking his gun in hand, he and his trusted guide, Gist, started on foot. They had not gone far when they met some Indians who appeared friendly. After consulting together, they decided to hire one of them to act as a guide. He gladly accepted and took Washington's pack upon his back. After they had gone eight or ten miles, they became distrustful of him, fearing that he intended to lead them into an ambush. They watched him



closely and just as they were coming out of a thick tangle of woods into an open meadow, the Indian who was about fifteen steps ahead, quickly turned and fired at them. He then hid behind a large oak tree and was preparing to reload his gun when they seized him. Washington would not allow his companion to harm the Indian. They sent him to his home which he said was not far away. Gist followed him a short way and listened until he could hear, no longer, the sound of his footsteps on the snow. They built a fire, by whose light they set their compass and traveled as fast as they could all that night and the next day, until late in the evening, when they reached the Alleghany river. Washington had expected to find the river frozen over, but instead he found great blocks of ice floating in it. With one poor hatchet they began to make a raft. They worked all the next day, but it was growing dark before it was completed. Fearful lest Indians had followed their trail, they determined to attempt to cross. Their raft was caught by the ice and Washington, in trying to keep the ice from wrecking their raft, was hurled into the water and only saved himself by clinging to one of the logs of the raft. They made their way to a small island where they spent the night. The next morning the river was frozen so that they could cross on the ice, and before night they were in the comfortable quarters of an Indian trader.



They pressed forward and were able on the sixteenth of January to deliver the reply to Governor Dinwiddie. Thus was completed the first public service of Washington, but it was not to be his last, for within three months he was promoted to a lieutenant-colonel.

### SUGGESTIONS

Why was this a critical time for the English?

Write a story about the boyhood of Washington.

What sports did he like?

Who was Christopher Gist?

Why was Washington chosen to carry the message to the French general?

### SOMETHING TO READ

Heroes Every Child Should Know.—(*Mabie.*)

George Washington.—(*Scudder.*)

### SOMETHING TO REMEMBER

George Washington was accurate with his work. He was honest and truthful. At twenty-one years of age, the governor of his colony sent him with an important message.

ENGLISH MATCH ARMS WITH FRENCH  
AND INDIANS*A Training School for Colonial Soldiers*

The reply of the French commander was such as might be expected. He stated that he was there by order of his general, and that he did not intend to listen to the request of the English to leave the territory. Nothing remained but to settle the question by might of arms. Governor Dinwiddie appealed to the governors of other colonies for help, but the idea of the colonies helping each other was not well received. They had, as yet, not understood the meaning of strength in unity.

Washington was sent to build a fort at the forks of the Ohio river. He had previously mentioned this location in his report to the governor. He was also told to drive away anyone who attempted to disturb the English settlers in that part of the country. After great exertion, they came to an open space in the western part of Pennsylvania called "Great Meadows." They learned that the French were on their way to meet them. A fort was quickly formed which they named Ft. Necessity. Washington decided to surprise the French. A faithful Indian led him and his men to a low bottom where the French lay encamped. As soon as the French caught sight of them, they rushed

for their arms. Washington gave the command, "Fire," and the first shots of the great French and Indian war brought death to the French leader and ten of his party.

Although this first attack had put to rout the French, yet Washington understood that his little band of four hundred men could not withstand the great army which the French had gathered together. He withdrew as quickly as possible to Ft. Necessity. The French followed him and placed their soldiers on elevated ground and in trees so that they could fire down upon the English within the fort. For nine hours in a drenching rain, they kept up an unceasing stream of balls upon the men within the fort. At last the French commander suggested that they cease firing until Washington could send one of his officers to receive the terms of surrender. They were written in French and as no writing materials were at hand they were translated orally. A candle was brought and held close to the paper but the rain fell in such torrents that it was difficult to keep the flickering light from being put out. Washington realized that his men could not hold out much longer and with a few changes, he accepted the terms of an honorable surrender. On the fourth day of July, a day afterwards memorable of a great victory, Washington and his men marched out of the fort, carrying their colors, and withdrew from the country.

The English now realized that if they were to hold the land west of the Alleghany mountains, they must have more than a handful of soldiers on the frontier. It was decided to send at once soldiers from England and enlist as many men from the colonies as possible. General Edward Braddock was placed in command. He was a brave man, but he knew nothing about Indian warfare. He was too proud to listen to the advice of Washington when he suggested that the Virginia rangers, who were familiar with the country and used to the Indian manner of fighting, might be placed in the lead. They were then marching to attack the French at Fort Duquesne. The French and Indians were hidden on either side, behind trees and rocks. The British regulars had marched into their trap and were thrown into confusion. The Indian war whoop was more terrifying to them than the whizzing of bullets, but not nearly so deadly. Braddock would not give up his plan of forming his men in military style and they were quickly mown down by the bullets from behind the trees. Washington did all he could to carry out his general's plans. Two horses were that day shot from under him and four bullets passed through his clothes. In his enthusiasm, he leaped from his horse and himself wheeled and fired one of the cannons but it was a hopeless engagement. Braddock, himself, was mortally wounded. Wash-

ington gathered together all that remained of the Virginia rangers and covered the retreat of the defeated army.

For two years the French gained the victories until it seemed that the French and not the English was to be the language of the new world. At last a change came in the management of the English government and William Pitt began to dictate the policies of the war, for war it now was to the bitter end. One fort after another was wrested from the French until the entire Ohio valley was in the possession of the English.

The British regulars, now that they had driven the French from the contested territory, determined to compel them to give up all of their territory in America. They took several of the strongholds along the Canadian border and at last decided to get possession of Quebec, the citadel of Canada. Wolfe, the English commander, succeeded in taking his army several miles up the St. Lawrence river without the French know-



GENERAL WOLFE

ing it. He had discovered a path leading up the steep cliffs to the Plains of Abraham at the rear of



Quebec. At the dead of night, his flat-bottomed boats silently floated down with the current.

As they came near the fort, one of the sentinels cried out, "Who goes there?" A captain in the first boat who understood the French language answered, "The French," and the boats glided on without further questions. They came to a place which is now called Wolfe's Cove. General Wolfe was one of the first to climb the steep and narrow path. His soldiers followed him, helping themselves by holding to the roots and branches. At break of day his soldiers were in military array on the Plains of Abraham. The French commander, Montcalm, was amazed when he learned that the English were ready to attack Quebec at its weakest side.

The battle was begun without delay. Both the English and the French commanders met death on that eventful day. General Wolfe, who had so gallantly led his soldiers had been twice wounded when at the moment of success the third ball struck him and he sank to the earth. An attendant leaning over him said, "They run." "Who runs?" questioned Wolfe, as if roused from sleep. "The French, sir, they give way everywhere." "Now, I will die in peace," said the expiring man.

Montcalm, while trying to rally his regiments, was also struck with a ball and fell to mingle his life's blood with that of General Wolfe. When told



by his physician that he could live only a few hours, he replied, "So much the better, I shall not live to see the surrender of Quebec."

Five days after the battle, the English took possession of Quebec. This virtually ended the war and New France passed away but it was not until 1763 that, by a treaty of peace signed at Paris, France gave to England all of her possessions east of the Mississippi, except the island where New Orleans now stands. To Spain she transferred all of her territory west of the "Father of Waters." As the French minister signed the treaty that forever shut France out of North America, he said: "So we are gone; it will be England's turn next."

### SUGGESTIONS

Name the things which showed Washington's wisdom.

Who was General Wolfe?

Tell how Quebec was captured.

### SOMETHING TO REMEMBER

The French and Indian war trained the colonial men for service in the revolution.

# REVOLUTION

## THE GROWTH OF INDEPENDENCE

*"We day by day by trifles learn,  
To do life's greater deeds."*

—BINGHAM.

Just as boys and girls do not remember exactly when they put away the toys of their babyhood and as men and women cannot tell just when they ceased to look to their parents for guidance, so in some such way the thirteen colonies outgrew their dependence upon the mother country.

The great distance from England and the old method of communication had forced the colonists to think and act for themselves. The bond of sympathy between the mother country and the colonists was not as strong as it should have been but many people of England did not understand how much the colonists had endured to secure their religious freedom and to establish homes in America. In England, discussions were held in parliament, their law-making body, about the colonies in America. The great question was whether the mother country could impose taxes on the American colonists. It was believed that although they were not

allowed to have a representative in the English government yet they should bear a part of the expense of maintaining the government. The people in America thought that taxation without representation was unjust.

What were the colonists to do? Already England had said that they could not ship anything except to English markets and everything that they needed must be bought in England. They were not allowed to buy from any foreign country. Whatever they might need that England could not produce must first be sent to England and then be resent to the colonies. England claimed the right to control everything. Even the trees in the forest were inspected and those which would make timber suitable for ships were marked and anyone who cut one of these trees was punished.

The mother country did not want her subjects to manufacture anything. They could cultivate the soil but to make anything useful was forbidden. Some of the colonists began to make woolen goods but they were checked by not being allowed to send their goods to any other colony, neither could they send them to England or to any other country. Hats and caps were not allowed to be made because there were so many beaver and fur bearing animals in America that they thought the colonies would soon be able to supply all England with hats and caps. In Pennsylvania the people were anxious to

do something with their iron ore of which they had such abundance, but no, they must either leave it in the ground or send it to England to be made into articles of use and then the manufactured articles could be sold to the colonists. Twenty-five years before the colonists declared their rights, England said that all of the iron works in the colonies must be closed, and that any, that might afterwards be opened, should be destroyed as "nuisances."

In New England, where the soil was less productive, the people were compelled to depend upon their fisheries and their manufactured goods. Here it was that England kept a careful watch that her laws were obeyed and here it was that the first outbreak of the great revolution took place.

### SUGGESTIONS

How did England check the development of the colonies?

Why did she want to do this?

Why did England want to tax the colonists?

### SOMETHING TO READ

American History Stories, Vol. 2.—(*Pratt.*)

### SOMETHING TO REMEMBER

The colonists claimed that taxation without representation was unjust.

## THE STAMP ACT

*The Cause of the First Colonial Assembly*

When England could not get the colonists to pay the proposed taxes in any other way, she planned, "The Stamp Act," to force them to do something that they would not willingly do. Fifty-four dif-



SHILLING STAMP

ferent kinds of stamps were made in England and these were put on all kinds of paper which the colonists wanted to use. They were to be used on their newspapers, their notes, their mortgages and almost every kind of legal paper. The colonists said that it was unjust to ask them to pay taxes and at the same time to give them no voice in their government. It was principle for which they contended and it is principle for which men everywhere will give even their lives.

In August, 1765, packages of stamped paper were sent from England and the names of the men, who were to sell the stamps, were published. The day on which the act was to go into effect was one of great excitement. In Philadelphia and Boston, bells rang a funeral peal and the people called it the death knell of their liberty. In New York the

people marched in a procession and carried a banner on which was a copy of the Stamp Act and the words "The folly of England and the ruin of America." There was an old elm tree in Boston which stood at the corner of Essex street. Early in the morning two figures were seen hanging from the branches of the lower limbs. These had been put there by the "Sons of Liberty," a society solemnly pledged to oppose the enforcement of the disagreeable law. These effigies were dressed to represent real men. One was meant to be Andrew Oliver, a gentleman belonging to one of the most respected families in Massachusetts, who had been appointed by the king as a stamp officer; the other represented the earl of Bute, who, it was believed, had advised the king to tax America.



STAMP

In the evening the Sons of Liberty cut down these effigies and a large but orderly crowd followed a bier bearing the figures. As the motley throng marched through the streets, they shouted, "Liberty, Property, and no Stamps." They stopped before the state-house, where the governor and officers of the king were in session, and then marched directly to the house which Oliver had intended for his stamp office. They tore it down and kindling a bonfire, they burned the effigies. "Death to the man who offers stamped paper to sell!" they cried.



The English officer ordered his militia colonel to beat an alarm, but he replied, "My drummers are in the mob." When he tried to disperse the crowd they forced him to run the gauntlet after the Indian fashion and actually gave him several raps as he ran. Oliver, the stamp officer, promptly resigned his office.

One after another of the colonies refused to accept the Stamp Act until every stamp officer was forced to resign. The stamped paper which had been brought over was either destroyed or put away out of sight. For a time all business requiring stamps was at a stand-still. Up to this time, men from each colony had never met together in an assembly of any kind. The legislature of Massachusetts sent a circular letter to each of the colonies, asking them to a general congress to provide a way to resist the Stamp Act. The governors of a few of the colonies adjourned the legislatures before they could elect their delegates. When they assembled in the city hall at New York it was found that nine of the colonies were represented.

They prepared a petition to King George III, asking that the unjust Stamp Act might be repealed and that they might be given the rights and liberties of the subjects of Great Britain. When the appeal was read before the English parliament, a stormy debate followed. William Pitt, who was a member of parliament, had kept himself

informed about the colonists. He realized how much they prized their liberty, their property, and their rights as citizens. At that time he was an old man and in feeble health, but his speeches before parliament did much to help the struggling colonists. He claimed that England had no right to lay a tax on the colonies. He said that they were entitled to all the natural rights of mankind and the peculiar privileges of Englishmen. England finally decided to tell the colonists that she would repeal the Stamp Act but that she would retain the right to make laws that would be binding on the colonies "in all cases whatsoever."

When news came that the Stamp Act had been repealed, there was great rejoicing in America.

Bonfires were lighted, joy-bells were rung and the various legislatures sent messages of thanks to the king. Everybody was in a happy mood, the quarrel was ended. Little attention was given to the right, which England retained, to make laws for the colonies, but which was the source of future troubles.



WILLIAM PITT

## SUGGESTIONS

What was the Stamp Act?

Collect pictures of those stamps.

Name the ways by which the people showed their dislike of the Stamp Act.

Difficult words: principle, contend, bier, militia, appropriate, petition.

## SOMETHING TO READ

American History Stories, Vol. 2.—(*Pratt.*)

## SOMETHING TO REMEMBER

The colonists sent a petition to the king of England asking that the Stamp Act might be repealed. England did repeal the Stamp Act, but she reserved the right to make laws for the colonies. She reserved the right to tax them in other ways.

## BOSTON THE CENTER OF ACTIVITIES

*Boston Tea Party, December, 1773*

While the colonists were busy with their work and happy in the thought that they would always be treated just as the people in England were treated, the English parliament planned how they could lay a tax upon the colonists to which they would not object. They decided that they could place a tax on the things which they knew the colonists would want to buy, such as glass, paper, white lead, painter's colors, and tea. They were careful to include the tea for they knew that the people of America were fond of tea, therefore, they said that the Americans should pay the king, as a special tax or duty, six cents for every pound of tea which they bought.

As soon as the colonists heard of the new law they were filled with indignation. Their newspapers, of which there were then twenty-five, urged the people to stand for their rights. England thought it best to be prepared to enforce this law so she ordered two regiments of troops to be sent from Halifax to Boston, for she said, "If any province is to be chastised it is Boston." The people refused to give the soldiers either food or lodging and General Gage was compelled to make his camp on the Boston Common. Some of the soldiers were taken

to Faneuil hall. When the weather became too cold for outdoor camping some of their soldiers escaped and went into the country and the English officer was compelled to rent houses for those who remained loyal. Boston was under military rule but there was nothing for the soldiers to do. The peace-loving people of Massachusetts did not enjoy having soldiers stationed among them, but they were determined that they would not be the first to stir up trouble.

The people quietly but persistently refused to buy English goods. A society called the "Daughters of Liberty," was organized. One day thirty or forty young ladies took their spinning wheels to the minister's home and spun two hundred and thirty-two skeins of yarn. It was no uncommon thing to see wealthy and influential men dressed in cloth that had been made at home. At the afternoon teas, the ladies no longer used the imported tea, but the dried leaves of the raspberry.

All England seemed to be watching Boston, but there was still no reason to attack it. The soldiers were a constant menace to the people. One wintry evening a crowd gathered where the soldiers were stationed. It was a noisy, boisterous crowd, but no one was armed. There had been quarrels and brawls on the streets. One boy had been struck on the head; several times guns had been leveled; soldiers had said that they would fire.

Removed as we are over two hundred and forty years from the scene of that terrible night, we can scarcely imagine the taunts and jeers that were heard on either side. "Fire if you dare"! "You dare not fire"! At last some one struck a soldier's gun. He leveled it and fired. One after another the soldiers fired until when the smoke cleared away eleven New Englanders lay stretched upon the newly fallen snow, some wounded, others dead or dying. The first blood of the revolution had been shed.

When the news of what had happened reached England, they decided to do away with all of the taxes except the tax on tea. "Surely," they said, "No one would object to paying a small tax on tea." In order to make it acceptable to the colonists, they had reduced the price of tea so that even with the tax it was cheaper in America than it was in England. It was not the money which annoyed the colonists, but it was a principle for which they were contending. They said the right to take a pound implied the right to take ten pounds.

The other colonies sympathized with Massachusetts and were willing to help her in any way that they could. Words of cheer came from the other colonies. The men in Philadelphia wrote to the men in Boston that, "Our only fear is lest you may shrink. May God give you virtue enough to save the liberties of our country." Had they known



their neighbors better they would not have feared the outcome.

The English vessel, *Dartmouth*, laden with tea for the American colonists, came into the harbor at Boston. A mass meeting was called at Faneuil hall, but the old Cradle of Liberty could not hold the people who gathered. The meeting was



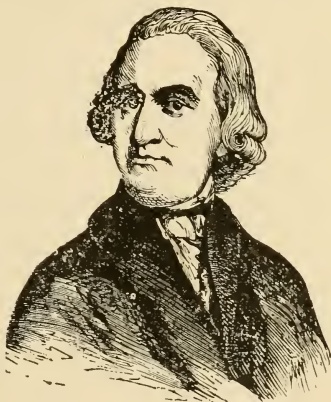
OLD SOUTH CHURCH

adjourned to the Old South meeting house. It was voted without a single objection that the tea should be returned to England in the ship which had brought it. A night watch of twenty-five men was set to guard the vessel. After two or three days other ships arrived but they also were told that they could not land. The custom house officers

would not give the vessels a return pass and they dared not leave the harbor without a pass.

The next day there was another mass meeting and it was again voted that the vessels could not unload. What was to be done? This was a most

critical moment. It had grown dark and the old church was dimly lighted with flickering candles. Messengers had been sent to the governor, who had intentionally retired to his country home several miles away. At last they returned to answer that the governor had refused to give a pass for the vessels. Samuel Adams, who has been called "The Father of the Revolution," arose and quietly announced, "This meeting can do nothing more to save the country."



SAMUEL ADAMS

Scarcely had he finished speaking than a war-whoop was given outside the door and fifty men dressed as Mohawk Indians filed down to the landing. The crowd gathered at the wharf and noiselessly, almost breathlessly, listened to the click, click of the hammers while the tea in three hundred and forty-two chests mingled with the briny water.

At Charleston the tea would not be received and it was stored in a cellar and was afterward sold for the benefit of the revolutionary cause. In Philadelphia, five thousand men had arranged to have the ship immediately returned to England.

When Great Britain, for now the colonists were beginning to feel coldly toward the mother country and were using a more formal style of address, learned what had been done, she was angry and determined to have revenge. She ordered Boston harbor closed so that no goods or supplies of any kind could either be received or sent away. Then she demanded that the charter of Massachusetts should be taken away.

These acts affected all the colonies, for they claimed that if Great Britain had the right to close a harbor and take away the charter from one colony she could do the same to all of the colonies. They rallied to the help of Massachusetts. The southern colonies sent rice, New York sent bread-stuffs, while all of the colonies sent of their plenty and forgot not their messages of good cheer.

In September, 1774, the First Continental Congress met in Philadelphia. This time there were eleven colonies represented. They sent a petition to the king and a resolution was adopted that they would not carry on any trade with Great Britain. When the English parliament received this petition, it appointed General Gage to subdue the colonists and sent him a fleet and ten thousand soldiers to help him carry out his orders.

## SUGGESTIONS

Give a word picture of the Boston Tea Party.

What is a custom house?

Who was Samuel Adams?

Why did the other colonies help Massachusetts?

Difficult words: indignation, menace, boisterous, implied, wharf, subdue.

## SOMETHING TO READ

The Boston Tea Party.—(*Irving.*)

## SOMETHING TO REMEMBER

The First Continental Congress met in Philadelphia in 1774. They resolved to carry on no trade with Great Britain. General Gage was sent to subdue the colonists.

## BENJAMIN FRANKLIN

*An American Statesman*

At the time of the Boston Tea Party, our famous American, Benjamin Franklin, was sixty-seven years of age. He had advised and counseled during the French and Indian war and had watched the



BENJAMIN FRANKLIN

progress toward revolution. Perhaps his greatest service to his country was to be given during the seventeen remaining years of his life.

The life of any truly great man is based upon a boyhood which was as great in its boyhood way as was the life of this man whom all the world called great. This was true of Franklin,

for in his early life he gave signs of leadership and of thoughtfulness. He was the youngest son of a family of seventeen children. He was born in Boston, January 17th, 1706, almost, as you see, at the beginning of the eighteenth century, that century which was noted for progress and activity.

This little boy seems to have been a bundle of energy, at least we must think so when we learn of the many things which he did.

His father was a candle maker, a business which would not yield much of an income to-day, but which was in those days sufficient to take care of a large family of boys and girls. His brothers were sent to school until they were ten years of age, then they were bound as apprentices to learn trades. His father intended to give Benjamin, as a tithe of his sons, to the service of the church. He early gave promise of being a good scholar, for when he was seven years of age he used to write letters in rhyme to his uncle Benjamin who lived in London. When he was eight years of age he was in a grammar school. He stood at the head of his class and was promoted to higher classes twice within the same year. He was then placed in a school to learn writing and arithmetic. The first he learned easily, but he failed utterly in his arithmetic. Later in life he set himself the task of mastering the science of numbers. He studied algebra, geometry, trigonometry and learned to be accurate in the work, but he never so thoroughly enjoyed it as he did the science of language.

When he was ten years of age his father realized how impossible it was to give him a college education, so he took Benjamin out of school to help him make candles. The boy soon became tired of



cutting wicks and melting tallow. He heard the call of the sea but his father, who already had one boy at sea, could not consent that his son Benjamin become a sailor. He used to take long walks with him, visiting the bricklayers, the carpenters, and people of other kinds of trade, thinking he might learn what most interested his son. Finally he decided that he would have him learn the trade of a cutler or a maker of knives or other cutting tools. In those days, when a boy wanted to learn a certain trade, it was necessary for the boy's parents to pay a fee for the privilege of learning how to do the work. The cutler's fee was one hundred dollars and that seemed a sum entirely too large for his father to raise.

His older brother, James, was a printer and it was at last decided to bind Benjamin as an apprentice to his brother. This plan did not altogether please the young Franklin, but he finally consented and at the age of twelve he signed the papers which bound him to his brother until he became twenty-one years of age. He was to receive no pay for his work until the last year. The plan worked well for a time. Franklin applied himself to his work and became a great help to his brother. He now had plenty of good books to read, because a gentleman, who had learned to know him at the printing house, invited him to his library and kindly loaned him books. His brother, too, had dealings with

the book sellers and they learned to know the younger brother so well that they would allow him to take books from the book store. He gave us the couplet:

“Early to bed and early to rise,  
Makes a man healthy, wealthy and wise.”

But he did not always follow this teaching, for he used to sit up very late sometimes to finish a good book. He was fond of rhyming. It was popular in those days to make ballads about whatever was happening. Franklin used to write in this style and then his brother would print his verses and send him out on the street to sell them. They found a ready sale and encouraged the young boy, but his father, who was always his wise adviser, objected to what he was doing. He told him it would be far better for him to master his trade than become a poor poet. He listened to the wise counsel of his father and worked even harder to master his trade. His brother did not encourage him as one might expect, but was fault-finding and sometimes even cruel to his younger brother, for already he was jealous of Benjamin's increasing popularity. Our young friend did not need much encouragement for he was determined to learn to write well. He used to read Addison's *Spectator* and liked the book so well that he would read it over and over and then after two or three days he would re-write in his own language what he could remember. He then

would compare his Spectator with the author's. This would seem hard work for some boys and girls but Franklin enjoyed it and by thus practicing he became an easy writer.

His brother started a newspaper in 1721 which he called the *New England Courant*. There was already one other paper in America, and his friends told him they did not believe that the *Courant* could succeed, for one newspaper was enough for America. Benjamin was a busy boy helping his brother with the *Courant*. He was office boy, printer, pressman, and newsboy all combined. It was not long until he thought he would write something for the paper, so he wrote a "piece" and signed it "Mrs. Silence Dogood." He did not dare let his brother know that he had written it, so he disguised his handwriting as best he could. When he had finished it he put it in an envelope and late one evening he slipped it under the door of the printing house and ran away as quickly as possible.

Next morning as he stood at the case setting type he heard his brother read it to some friends. It gave the fun-loving boy great pleasure to listen to their comments and to hear them name some of the smartest men in Boston as the most likely author.

Benjamin kept his secret until several of the articles had been published, then he confessed that he had written them. The pleasure which came from the kindly words of his brother's friends was

spoiled by the way in which his brother acted. He thought that so much praise would tend to make the younger brother vain. The little misunderstandings between the two brothers increased to open quarrels. Their father tried to settle their disputes but James, the older brother, always claimed that his father favored Benjamin.

At last Benjamin decided that he could no longer endure his brother's harsh and tyrannical treatment. He himself declared that this was one of the reasons why he never could believe that too much authority should be given to one person. He went to his brother and told him that he could not work for him any more. His brother became very angry and said that if he would not work for him that he should not work for any other printer in Boston. True enough, when Benjamin went to find work he found that his brother had already been there and had asked that they would not give him anything to do.

There were only two other places then where he would be likely to find work. These were New York and Philadelphia. He determined to try New York, so he sold some of his books for a little money and arranged with the captain of a sloop to take him to New York. In three days this boy of seventeen was in a strange city three hundred miles from home. No one needed his services so he decided to go on to Philadelphia. All day he trudged through

a heavy rain and that night he stopped at a miserable inn, a discouraged and homesick boy. He continued his journey until he came to the river. Late in the evening a boat was passing which he learned was going to Philadelphia. They took him in and as there was no wind the men took turns at rowing. About midnight some of the party thought that they had passed the city so they decided to land. It was a cold night in October and as they had landed near an old fence, they made a fire with the rails and waited until morning. Early the next morning one of the party recognized that they were a little above Philadelphia at which town they landed about nine o'clock Sunday morning. This was Franklin's introduction to the City of Brotherly Love, but it was not his last experience.

### SUGGESTIONS

Give reasons why we honor the name of Franklin.

When did the eighteenth century begin?

Write a story of Franklin's boyhood.

Difficult words: tithe, ballad, tyranny, sloop, inn.

### SOMETHING TO READ

Franklin's Autobiography.

### SOMETHING TO REMEMBER

"Sloth, like rust, consumes faster than labor wears, while the used key is always bright."—FRANKLIN.



## FRANKLIN IN PHILADELPHIA

*The Printer Boy Becomes a Man of Influence*

So closely have the words Franklin and Philadelphia been associated that we have quite forgotten that Boston claimed him as a youth. Yet the warm feeling of kinship for Massachusetts was ever with him.

To have seen Franklin on the morning of his arrival, it would have taken a man of unusual foresight to have even dreamed that the unkempt, untailored and plain looking boy would one day stand before kings. The unfolding of his life was no strange fairy story but a simple illustration of what any boy or girl may do who really uses the talents that he has.

He cheerfully paid the manager of the boat for his passage although he had helped him with the rowing, then he went up the street to find something to eat. He asked for biscuit, such as he was used to in Boston, but they did not have them for sale. Then he asked for a three-penny worth of bread. The baker handed him three great puffy rolls. He was surprised at the quantity but took the rolls. His pockets were already filled and he put one roll under each arm and began eating the other. As he returned to the wharf he passed the home of his future father-in-law, although the young Miss



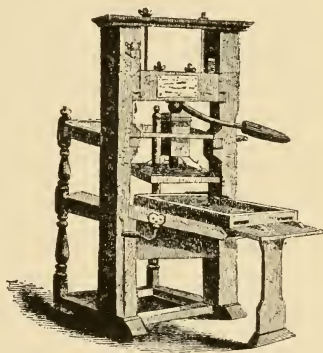
Deborah Read, as she watched the awkward looking young fellow munching his breakfast, little dreamed that she would one day be Mrs. Benjamin Franklin.

The next day he tidied himself as best he could, for his chest had not yet arrived. He went to Andrew Bradford's, the printer. Here he met an old gentleman whom he had met in New York and who had advised him to come to Philadelphia. The old gentleman was visiting his son and he introduced Franklin to another printer named Keimer. He was pleased with Franklin's manner and promised him work. Franklin's success was now certain for what he wanted was a chance to work. Governor Keith soon heard of Franklin and in many ways showed an interest in the young man. He soon proposed setting him up in business and at last tricked him into going to London to buy the machinery and type necessary to start a printing plant. The governor proposed to furnish him the money with which to buy the goods and then to help him to keep his plant going with plenty of orders. All this sounded well to Franklin but when he reached London he found that his letters of credit that had been given him, were not good. Franklin was sorely disappointed but he sought and found work at his trade. Among his fellow workmen he was called the Water-American because he would not drink beer with them, but they

were compelled to admit that he was stronger than they.

For two years he remained in London. All that time he was storing his mind with useful knowledge. His mind was always active. When he was on the ocean he studied the strength of the wind or watched the water-fowl, and in his walks he studied the flowers and the doings of the tiny insects.

When he returned to Philadelphia he was too poor to start in business for himself, but by economy he soon saved enough to become a partner in a printing house. He was twenty-two years of age when he became a member of the firm, Franklin



FRANKLIN'S PRESS

and Merideth. He finally bought out his partner and for two years his sign read, B. Franklin, Printer. He studied his business and whenever he saw that he could improve it in any way he was not slow to adopt the new plan. "Honesty is the best policy," was one of his maxims. The Pennsylvania Gazette, which the young men had bought before Franklin took full charge of the business, was greatly improved by Franklin. This same paper survives to-day in the Saturday Evening Post.

In 1730 he married Deborah Read, the girl who was so amused at his first appearance in Philadelphia. She was a great help to him for she was in sympathy with his work and was interested in all that he did. Two years later, the year in which George Washington was born, he began to print an almanac, which was called "Poor Richard's Almanac." Besides the monthly calendar and the moon phases, he filled the pages with proverbial sentences and with wise sayings. He made it so entertaining and useful that he published it for twenty-five years selling each year almost ten thousand copies. The following are quoted from "Poor Rochard:"

"Well done is better than well said."

"Being ignorant is not so much a shame as being unwilling to learn."

"A slip of the foot you may soon recover, but a slip of the tongue you may never get over."

Franklin managed his business so well that in a few years his income was large enough to allow him time for the study of other things. He began the study of the French language and he found it so interesting that he afterward studied Italian, Spanish and Latin. He was a member of a debating club which was called the "Junto". Here are a few of the questions which each member was required to answer:

"What new story have you heard agreeable for telling in conversation?"

“Do you think of anything at present in which the Junto may be serviceable to mankind, to their country, to their friends, or to themselves?”

“Have you lately observed any encroachment on the just liberties of the people?”

This was really a boy's club at first but Franklin found it so helpful to him that he was a member of it for more than forty years.

The first public office which he held was secretary to the general assembly of Pennsylvania, or the same as our state legislature. He was afterwards appointed postmaster-general of the American colonies. His work here as everywhere was thorough. He began our present postal system and for the first time in the history of the colonies he made the post-office bear its own expense.

His interest in society and in people helped him to devise many things to better the condition of the people in general. He was the first to start a public library, which has been such a blessing to all classes of people. It was feared that the great fireplaces which people then used would burn up all the wood of the forests. He invented, although he refused a patent, a stove which was in use for many years.

He became interested in the study of electricity. Many people at that time were interestd in it but they had not learned to make it useful to mankind. To-day, when it lights our streets and houses, helps us to talk to people hundreds of miles away, draws

our street cars and carriages, and sends our messages around the world, we wonder how people lived without its help.

Franklin was the first to discover that lightning and electricity were the same force. He had believed it for a long time, but he proved it by using a kite.



FLYING A KITE

One evening when a thunder cloud was coming up, he and his son William took a kite, the frame of which had been covered with a thin silk handkerchief, and

went outside the city into the open country. To the upper end of the kite he fastened a sharp pointed piece of wire and to the lower end he fastened a tail and a long hempen string. He tied a piece of silk ribbon to the end of the string and at the place where the ribbon was tied he fastened a door key. Franklin and his son stood inside the doorway of a cow-shed and awaited anxiously for a thunder cloud. The kite flew well and one cloud passed over it and another came but there was no electricity in either of them. Franklin was about to haul in the kite when he noticed the fibers on the string begin to rise. He touched the key and a spark flew. He touched it again and again and each time he felt the electric current.



He brought in his kite for now he had proven that lightning and electricity were the same. Now he began to show people how a lightning rod would save both their lives and their property. The report of his great discoveries soon became known and Franklin was called a man of science. Both Harvard and Yale colleges gave him the degree of Master of Arts and universities in England and Scotland made him a Doctor of Law.

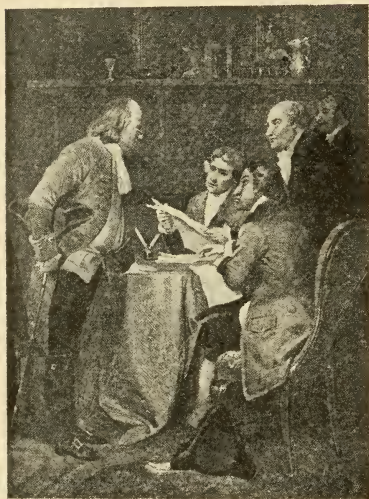
When the colonies needed someone to plead their cause before the parliament of England they sent Franklin to represent them. He did not want England and the colonies to go to war with each other, so he advised parliament instead of trying to tax the colonies to plant more colonies between the Mississippi river and the Allegheny mountains, in what was then called the Illinois country. He was pleading for the development of the great interior. They listened to his pleas but they were not put into effect. They did not listen to his advice,

“Never put off till tomorrow what should be done to-day.”

When Franklin had been ten years in England pleading with the king and with parliament for the American colonies, he returned home. Great changes had come to his home. His wife had died, his much loved daughter had married and gone from his home and his only son had been made governor of New Jersey.



He now turned his energies toward helping the colonies. He met with them in their assemblies and was one of the signers of the Declaration of Inde-



DRAFTING THE DECLARATION  
OF INDEPENDENCE

pendence. We can understand how he was interested in the people of New England, for Boston was still the home of many of his relatives whom he dearly loved.

It would seem that he had already done enough to round out one life but at the age of seventy we find him a minister to France, the first one that America had ever sent to that country. He became very popular with the French people. They followed him in the streets and cheered him as if he had been a great general. He was a general in one sense. While George Washington was leading the American forces on the battlefields of the revolutionary war, Franklin was leading the people of France to see the importance of helping the colonies in their struggle for independence. France had never forgotten that England had taken from her a vast empire in America, but it was a bold step

to offer aid to the struggling colonies. Franklin did succeed in having the colonies recognized as an independent country, and more than that, he persuaded France, although she already had a heavy debt, to send money to help the colonies. He had the honor to help prepare at Paris the treaty of peace between the United States and Great Britain.

Franklin was now an old man and he begged to be relieved from all public duty, but his country needed him and for three successive terms he was elected governor of Pennsylvania. When the war was over he was sent as one of the delegates from Pennsylvania to draw up a constitution for the United States. He is the only man who signed all four of the most famous documents in our history, the Declaration of Independence, the Treaty of Alliance, the Treaty of Peace, and the Constitution, under which we now live.

Benjamin Franklin died at the age of eighty-four, but his life had been so woven into the life of our country that many of his influences and teachings are still with us.

He was buried beside his wife in the old churchyard in Philadelphia. At his death twenty thousand people assembled to do him honor. His grave is marked by a simple slab in which is cut the names of Deborah and Benjamin Franklin.

## SUGGESTIONS

What qualities in Franklin do you admire?

Why do you think he succeeded so well?

Give the maxims which you like best.

Where was Franklin during the Revolution?

## SOMETHING TO READ

Franklin's Autobiography.

## SOMETHING TO REMEMBER

"Plough deep while sluggards sleep, and you will have corn to sell and to keep."—FRANKLIN.

## THE FIRST DAYS OF THE REVOLUTION

*The Fires of Patriotism Were Lighted*

We cannot always judge the strength of anything by its beginning. We would never suspect that a giant oak might some day develop from the tiny acorn which we hold in our hand. The great army of England surely never thought that the untrained men of America would ever be a match for her trained soldiers. They were soon to test their strength. The people of Boston had grown fearful of an attack from the British soldiers and had carried their guns and ammunition to Concord, a small town about twenty miles away. The men of the towns and country had organized themselves into a band of militia, and called themselves "Minute Men." All through the country, squads of men might be seen target practicing and marching to the music of the fife and drum. Every man between the ages of sixteen and seventy years was



MINUTE-MAN

enrolled as a "minute man" and was ready to seize his gun on a minute's notice. The British said that the "minute men" were, "The men who'll run the minute they see the enemy," but their first introduction to them proved that their statement was untrue and that the homespun clothing of the minute men covered breasts as brave as those of the British red-coats in their broadcloth and epaulets.

The British commander, General Gage, could not endure to see ammunition and supplies collected for the use of the colonists, so he decided to send eight hundred soldiers to destroy the supplies which the colonists had stored at Concord. These brave patriots, who were ever on the lookout, learned what he had planned to do and sent swift riders to tell the people of the surrounding country that the British were coming. Paul Revere, one of those riders, left Boston early in the evening, for at a certain hour guards were placed and no one was allowed either to enter or leave Boston. He waited, and, when he saw two lights in the belfry of the old North church, he mounted his horse and sped away. The road to Lexington was a familiar one. He stopped at a house, which stood near the road, and struck the door with his whip. "Who's there"? "Paul Revere; the British march tonight to Lexington and Concord; the committee of safety bids you hold your men in readiness." Before the cap-



tain of the minute men could lower his window, he was on his way to tell the same news at every farm house along the way.

Early in the morning, eight hundred of the trained soldiers of the British army marched into Lexington with guns shouldered, bayonets fixed, and with



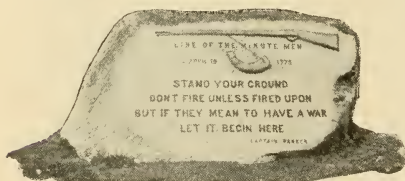
PAUL REVERE'S RIDE

the tramp, tramp of a disciplined army. Already they knew that their plans had been discovered for they could hear the ringing of bells and the firing of muskets which told them that the patriots had learned of it. They did not so much fear the minute men as they feared that the supplies which they had come to take had been taken away. They thought that a few dozen patriots would be as noth-



ing compared to their great band of trained soldiers. In order that they might feel even more secure they sent a messenger back to Boston to tell the officer there to send them more soldiers to be ready if they should need them. Then they sent six companies to get possession of the bridge across the Concord river.

The leader of the little band of minute men had told the men, "Don't fire unless you are fired on; but if they want a war, it may as well begin here."



MONUMENT TO MINUTE-MEN

How bravely they followed his order! On and on came the British regulars until within speaking distance. "Disperse,

ye rebels!" shouted Pitcairn, the British commander, "Lay down your arms." Those men, who were facing death, not for their own glory, but because the spirit of liberty burned in their breasts, could not betray the trust and they would not lay down their arms. "Fire," shouted Pitcairn. The first volley of the revolution went whizzing through the air and sixteen of the New Englanders fell dead or wounded on the village common.

The British soldiers hurried on to Concord and destroyed all of the supplies that had not been taken away by the colonists. The minute men kept

pouring into Concord from the surrounding country until their number had increased to at least four hundred. The British regulars had divided into several companies, going to different parts of the village. The patriots gathered at the old North bridge, which was guarded by two hundred of the regulars. Soon they saw smoke and believed their homes, which had already been plundered, were now being burned. Their leaders counseled together for a moment and then decided to march across the bridge. They were not to fire unless the British fired upon them. These sturdy

patriots had been taught to do with all their might what their hands found to do and when two of their comrades had fallen they emptied their guns and put the British to flight. A little before noon the entire British army was on a retreat to Boston. The men were already tired but the constant fire of the minute men caused them to travel much faster than



MONUMENT AND BRIDGE AT  
CONCORD

they came, for, from behind the trees and rocks, men were continually firing at them. It was a running fight of twenty miles and if help had not been sent out to meet them the entire army would have been captured. The nineteenth day of April, 1775, will always be remembered as the first day of the revolution. The news of the events of that day spread throughout the world. It fired the patriotic spirit of the colonists and men in all of the colonies offered their help. Within a few days the army around Boston increased to twenty thousand. Troops came from New Hampshire, from Delaware and several of the more remote colonies. Israel Putnam, a man of great courage and presence of mind, was ploughing in his field in Connecticut when the news reached him. Without changing his working clothes, he mounted his horse and in eighteen hours, rode to Boston, a distance of one hundred miles. It was at once felt that there was no longer a New Englander, a New Yorker or a Virginian, but that they must all unite for independence.

## SUGGESTIONS

Who were the "minute men"?

Locate Boston, Concord, Lexington.

Tell the story of Israel Putnam.

Difficult words: musket, patriotic, epaulet, belfry.

## SOMETHING TO READ

Paul Revere's Ride.—(*Longfellow.*)

## SOMETHING TO REMEMBER

The first day of the Revolution was a surprise to the British soldiers. The minute men forced them to retreat to Boston.

## WASHINGTON, COMMANDER-IN-CHIEF

*1775 To 1781*

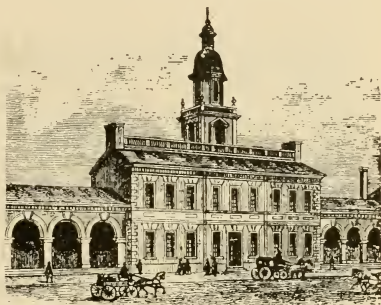
It was soon realized that enthusiasm alone would not bring success to the patriots. There must be some method by which one man must become responsible for the plans which were to be adopted and for the leadership of the soldiers. The men, who had offered their services, loved their country and were willing to give even their lives that this country might be free, but they needed some one to tell them what to do and how to do it.

On May 10th, 1775, the Second Continental Congress met in Philadelphia. Men were there from different colonies. Franklin, who had just returned from England, was there. It was a great meeting of heroes and patriots. They decided, early in the meeting, that the army which had gathered around Boston, should be called the Continental army, meaning that it was to be composed not of men from any one part of the country, but that all of the colonies of the continent were united to defend each other.

George Washington was a member of the congress and when he heard his name placed in nomination as commander-in-chief of the American army he arose and left the hall. He remarked to a friend standing outside, "I fear that this day will mark

the beginning of the downfall of my military reputation." He was elected by a unanimous vote. The next day he accepted the office and in a short address he promised that he would do his best for his country. "But," he added,

"I declare, with the utmost sincerity, I do not think myself equal to the command I am honored with." It is wonderful what can be done when one does the best he can, and so it was with Wash-



INDEPENDENCE HALL

ington. Everybody had confidence in him, and knew that everywhere and at all times he was doing the best he could. He would not accept any pay for his services, but said that he would keep an accurate account of his expenses and when the war was over that congress could pay him if it so desired. Congress sent a final petition to the king, but he would not receive it, so the war moved on.

Washington passed through New York on his way to Cambridge to take command of the Continental army. In an address delivered for him, the hope was expressed that he would be willing to resign his position as commander-in-chief if England and the colonies could compromise. Wash-



ington replied: "Having drawn the sword, I postpone all thought of private life until American liberty has been established on most firm and solid foundations." He continued his journey to Cam-



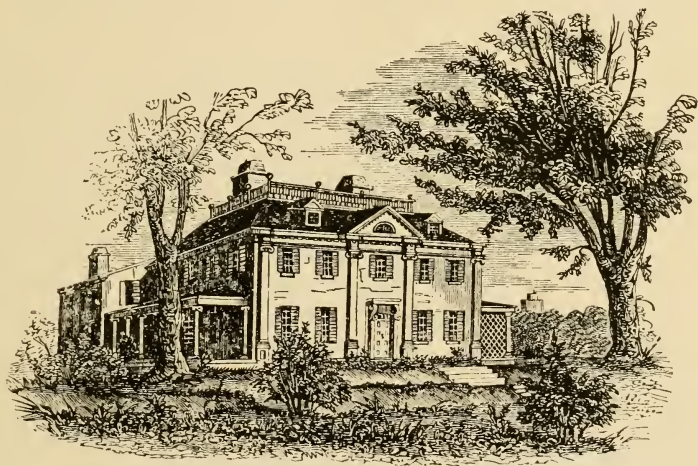
WASHINGTON ELM

bridge and on July third, accompanied by a large number of officers, he appeared on the Cambridge common, near the college. Under a wide-spreading elm, in the presence of a great crowd of soldiers and citizens, he took the oath and drew his sword as commander - in - chief of the Continental army. We can understand why the crowd cheered for joy as he wheeled his horse, for

Washington inspired confidence by his manly bearing. He was dressed in a blue broadcloth suit, buff small-clothes, silk stockings and a cocked hat. Mrs. Adams wrote to a friend saying that these words of Dryden came to her mind as she looked at him on that memorable day:

“Mark his majestic fabric! His a temple  
Sacred by birth, and built by hands divine;  
His soul’s the Deity that lodges there,  
Nor is the pile unworthy of the God.”

Washington made his headquarters at a large house about a half mile west of the college. A good many years after this, when the country was at



WASHINGTON'S HEADQUARTERS

peace and our independence had been well established, there lived in this same house our loved American poet, Henry Wadsworth Longfellow. He planned not battles and campaigns but wrote tender and soul-stirring lines about the early history of our country. Surely no other house ever served as a home for two greater men, yet they

were totally different. Washington, by his heroism, made it possible for Longfellow to give us his beautiful harmonies of life.

Washington at once took charge of the army of about fourteen thousand volunteers. His first care was to see that the British did not escape from Boston, and even while he was doing this it was no less a care to discipline and organize his army. For eleven months he kept the British shut up in Boston, but he finally decided to make them either fight or run. It is not known why General Howe, who had succeeded Gage, did not occupy the Dorchester Heights, for they overlooked both the city and the harbor. Washington saw the opportunity and while one part of his army was busy cannonading the city from another side, two thousand of his soldiers were busy pulling the heavy guns to the top of Dorchester Heights and carrying timbers and bales of hay for the fortifications. Early next morning, Howe saw what had been done. He realized that it had taken a large army to build such a fort and he was at a loss to know what to do. He decided he would attack the fort, but a storm arose and he waited until the next day. By that time the fort had become so strongly fortified that it was thought best to leave Boston. He threatened to leave the town in ashes if they were fired upon, so they were allowed to hurry away in their ships to Halifax. They did not take with them their heavy

arms and ammunition and when Washington and his Continentals marched into Boston they found more guns and ammunition than his army had ever seen. Thus it was that by wise management the British army withdrew from New England.

Congress had a gold medal made for Washington with these words on it: "Victorious over the enemy for the first time put to flight." England deter-



THE MEDAL GIVEN TO WASHINGTON

mined to make it no play day with the colonists. She made a treaty with some of the smaller German states and hired seventeen thousand Hessians for the war in America. The Continental Congress had been continuously in session since the tenth of March, but when the members met together on the first day of July it was generally believed that the colonies should declare themselves independent of the mother country. They debated the question until two o'clock on July fourth, when a vote was taken. As soon as it was announced that the Declaration had been adopted, people everywhere told



and retold the glad message. Bonfires were lighted and bells rung. In New York they pulled down the leaden statue of George III and cast it into bullets. Washington ordered the Declaration of Independence read at the head of each brigade of the army.



LIBERTY BELL

It had fallen to the lot of Thomas Jefferson to coin the wish of the people into words. So well did he do his work that, when it was read by scholars of England they marveled at its strength and simplicity of language.

The British general would not recognize Washington as a general when he sent a message to the American camp. He addressed his message, "George Washington, Esq." Washington returned it unopened. Then he sent another addressed, "George Washington, etc., etc., etc." The bearer of the message said the and-so-forth might mean General of the American Army, but Washington sent the message away for he would not receive an insult to his office.

The British were anxious to get possession of New York, for if they could firmly plant their army

here they would separate the New England from the Southern colonies. Washington was busy in New York trying to keep the British out of New York, but he could not succeed, for they gained the



SIGNING THE DECLARATION OF INDEPENDENCE

victory and followed him across New Jersey. When he reached the Delaware river, he gathered up all the boats along the river and took them with his army to the other side. He was then in Pennsylvania, and the British had no way to cross the river. Lord Cornwallis, one of the British generals, had left fifteen hundred German soldiers at Trenton. They were called "Hessians" in Germany. They were waiting for the Delaware to freeze and they then planned to cross over and attack Washington's army. Washington did not



wait for the river to freeze but put a large number of his soldiers in boats and crossed in a blinding snow storm. The river was full of floating ice, but Washington knew that the Germans would celebrate Christmas and would not be expecting him. It was intensely cold; Washington's men were thinly dressed, and their shoes were ragged, but



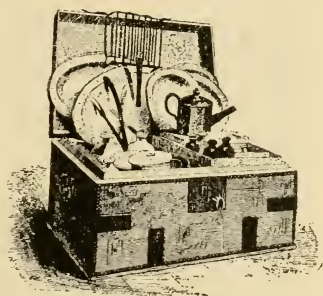
CROSSING THE DELAWARE

they were brave and courageous men. Two of his men froze to death and the others suffered greatly. They came upon the little town where the Hessians were camped, and almost before they knew it Washington had taken one thousand of the Germans prisoners. The rest escaped to tell Cornwallis of what had happened. This was really the first battle won by the Continental army. It helped to encourage the soldiers and it gave confidence in what they

could do. Washington never forgot his duty to his fellow man and, when the leader of the Hessian soldiers lay dying, he went to see him and sympathized with him as he would have done with a friend. This showed that although Washington was a soldier yet he loved to do a kind act even to his enemy. He was leading his army in battles because he knew that there was no other way to secure liberty for the oppressed colonists.

He took his German prisoners across the river into Pennsylvania and a few days later re-crossed the Delaware into New Jersey. He slipped around Cornwallis, while he lay asleep in his tent, and captured a part of his army at Princeton. When Cornwallis heard the cannon, he thought that Washington had out-generaled him. The things that Washington accomplished with his little band during the six weeks following Christmas are said to be the most brilliant ever done in any country.

Everything was not successful for Washington, for by the next winter the British had taken possession of Philadelphia, then the seat of government. The red-coats, as the British were called, were entertained by the Tories with parties and



WASHINGTON'S CAMP  
CHEST

dinners. The Tories were the people who sympathized with the English and there were many of them not only in Philadelphia but also scattered throughout the colonies.

About twenty miles away in a rocky mountain gorge, Washington was encamped with his army. The place was called Valley Forge. The life of his



SURRENDER OF GENERAL BURGOYNE

soldiers was in great contrast with the gay life of the British at Philadelphia. His men were ragged and without shoes. It is really true that his soldiers' tracks in the snow were stained with blood. They did not even have tents to sleep in but huts built from logs and boughs of trees.

These were the saddest hours of the Revolution, but a better time was coming. Burgoyne, one of

the British generals, was forced to surrender to the Continental army under General Gates, at Saratoga in New York. Burgoyne was a proud but brave soldier and when he gave up his sword to General Gates he said very courteously, "The fortunes of war, General Gates, have made me your prisoner." General Gates, who was equally brave and polite, replied: "I shall always be glad to testify, General Burgoyne, that it was through no fault of yours that it happened so." When news of this reached France, Franklin and the two men who were with him, were able to persuade France to lend us money and to send us soldiers and warships. There was a young man in France, Marquis de Lafayette, who, although he was only nineteen years of age, was so much in sympathy with our cause that he left his own country and came to America and offered his services for the cause of liberty. One of the first things that he did was to furnish food and clothing for the troops in South Carolina for they were badly in need. Washington became warmly attached to the young Frenchman. Lafayette gave himself so completely to the



MARQUIS DE LAFAYETTE



cause of independence that even after the war was over he used to call himself an American.

At the time of the Revolution we did not have a regular navy, but men who owned vessels allowed them to be sent to capture English vessels wherever



PAUL JONES

they might be found. This was very annoying to the British and more than five hundred of their vessels were captured in this way. Paul Jones was one of the famous naval heroes. He was cruising off the northern coast of England when he met an English vessel, the *Serapis*. Jones had named his vessel the *Bonhomme Richard* (Goodman Richard) in honor of Franklin, because he so much admired his sayings in "Poor Richard."

One evening he came alongside the *Serapis* and began firing on her. When the contest had lasted about an hour the *Serapis* hailed the *Richard* and asked if she had "struck her colors." "I have not begun to fight," replied Jones. He fastened both boats together and it became a hand-to-hand contest. Three times both ships were on fire. At last at ten o'clock the *Serapis* surrendered.

You must understand that the war was not carried on at one place under one general, but wherever there was an American there was a soldier. In the north, in the south, on the sea and on the land, the contest was waging. The women



THE FIRST NAVAL BATTLE

and children were not enlisted in the army, but whenever they found an opportunity to help they were always ready and willing to lend a hand.

In the south there was a brave patriot named Marion who was so successful in stealing marches on the enemy that he was called the "Fox of the Southern Swamp." At one time a British officer came to his camp to talk to him about exchanging prisoners. When they had completed their plans,



General Marion invited him to dine with him. The dinner consisted of baked potatoes served on pieces of bark. The young officer inquired if this was his usual fare. He replied, "We thought ourselves fortunate in having more potatoes than usual, when we had a visitor to dine with us." When the British officer learned that General Marion and his patriotic band were fighting without pay, and that Marion himself had neither blanket



FRANCIS MARION

nor hat, he returned to Charleston, where the British army then was, and resigned his position in the English army. He said he would not use his influence to deprive such worthy people of their liberty.

But Cornwallis was never moved by such noble impulses. His army was now at Yorktown in Virginia. Washington had been watching the British from New York. He did not want Cornwallis to suspect his plan, so he kept working away at New York until the French fleet reached Yorktown to prevent his making his escape by sea. Then Washington with his own army and some French soldiers, quickly marched to Yorktown by land.

They were soon on Virginia soil and Washington rode ahead of his army in order that he might make a little visit at his home at Mt. Vernon which he had not seen since he left it six years before to become commander-in-chief of the army. So eager was he to attack Yorktown that he hurried on after a two-day visit at his home. People everywhere caught his enthusiasm. Bands played as they marched through the towns and people shouted, "Long live Washington! He has gone to catch Cornwallis in his mouse trap."

Yorktown was a small village on a strip of land which separates the York river from the James. Cornwallis realized his danger, for he knew that his escape by water had been shut off, and he also knew that his fortifications were no protection. For more than a week they kept up the firing both night and day. Cornwallis saw that it was useless to try to hold out longer so he surrendered. When the terms had been agreed upon, the French soldiers formed a line on one side and the American troops on the other. Cornwallis and his army marched between. The news, "Cornwallis has surrendered! Cornwallis has surrendered!" passed from one to another throughout the country. On learning the glad news, congress retired to a church to give thanks to God.

The surrender took place on October 19, 1781, but it was two years before the treaty of peace was

completed. When Washington was fully convinced that there would be no more fighting, he asked his officers to meet him in New York City. When they had assembled, he thanked them for their ready help and their courage during the



SURRENDER OF CORNWALLIS

seven years of struggle; then with his hand trembling from emotion, he raised to his lips a glass of clear water and drank their health with the following words: "With a heart full of love and gratitude I now take leave of you, and most devoutly wish your later days may be as prosperous and

happy as your former ones have been glorious and honorable." He asked each of them to come and take him by the hand, and the brave soldiers, who had suffered with him at Valley Forge and who were with him at Yorktown, were not ashamed of their tear-stained faces when they said good-bye to their leader.



WASHINGTON AND HIS GENERALS

Washington went to Philadelphia and gave the proper officers a report of the money he had spent during the war. He had kept a careful record just as he used to do when he was a little boy. It showed that he had used seventy-four thousand four hundred and eighty-five dollars of his own money. He then went to Annapolis, where congress



was in session, and after making an eloquent address, resigned his office as commander-in-chief of the Continental army. As a private citizen, he retired to his home at Mount Vernon, having served his country for seven years.



MOUNT VERNON

## SUGGESTIONS

Write your own story of George Washington.

Why do you think he was a great man?

What trait of his character do you admire?

Difficult words: enthusiasm, reputation, unanimous, accurate, postpone, volunteer, cannonade.

## SOMETHING TO READ

Building the Nation.—(*Coffin.*)

## SOMETHING TO REMEMBER

Washington was a man of deeds. He loved his country. He endured privations with his soldiers, and did all that he could to relieve them. Declaration of Independence was adopted July 4, 1776.



MAP AT CLOSE OF REVOLUTION



## SISTERHOOD OF STATES

### HOW OUR GOVERNMENT WAS FORMED

*They Did Better Than They Knew*

Ever since the country was discovered by Columbus, the nations of the world had been watching its development. At first they vied with each other in getting possession of territory, but now at the close of the Revolution they were eager to know how it was to be governed. Some said that America would have a throne and that a son of the king of England would be asked to sit on it and rule the people. Others said that France had done so much to help the people win their independence that the crown would be given to some one in France. Still others thought that the colonies would be divided into three distinct countries and each governed separately. It was also hinted that Washington might be chosen king to rule all of the colonies, but he promptly put an end to any such plan for he firmly believed that the people should govern themselves.

During the war the people had adopted as a basis of government an agreement which they called the Articles of Confederation. This agree-

ment helped to keep the colonies together during the war but it was found to have many weak points. For example, there was no way provided by which their congress could raise money to pay the soldiers who had risked their lives that the colonies might be free from the exacting rule of England. This was a serious fault and in any other country the army would have again taken up their arms, but not so with the noble band of patriots. They would not spoil that which was dearer to them than life. They accepted the promise of the congress and returned to their homes to take up the life of liberty-loving citizens. The heavy debt which the war had caused could not be paid. No other country would lend us money because there was no well founded government. It is not strange that other countries wondered at what the outcome might be. There was no less concern among the leading men of the colonies.

Six years after the surrender of Yorktown, it was decided to have a meeting of delegates from each of the colonies to plan for revising the old Articles of Confederation. In the month of May, fifty-five men from the various colonies met at Philadelphia. Men on horseback met Washington outside the city and escorted him to the place of the meeting. Benjamin Franklin, who was then eighty-one years of age, was the oldest member of the delegates. The youngest member was only

twenty-six years of age. This was a most important gathering of men of influence. Washington was chosen president of the convention. Everybody had confidence in him for what he had already done.

At first it was thought best to revise the old Articles of Confederation, but Washington thought that the troubles were too deeply seated to remedy them in this way. His idea finally prevailed and they began to plan and to write out a new constitution or a plan which would give a stronger government by which the people should govern themselves. This would not seem a difficult thing to do, but when we remember that such a form of government as they planned had never before been tried, then we can realize that these delegates had before them a difficult task. They met every day for four months and sometimes their debates were exciting. What they did, and what they said, was kept a secret. The delegates allowed no one but themselves at the meetings and nothing of what they did or said was printed in the newspapers.

When they had finished their work, they voted that Washington should keep the record of their debates and speeches until congress should decide what to do with them. This only showed the great confidence that they had in him. He had been true to every trust that had been given him and now these valuable papers were to be given to him for

safe-keeping. The last act of the convention was the signing of the new constitution. All of the members present except three signed their names. After Franklin had written his name, he stood near while the last members were signing, and, looking toward the president's chair, back of which a rising sun had been painted, he remarked that painters had often found it difficult to tell a rising sun from a setting sun. "I have," he said, "often and often, in the course of the session, looked at that sun behind the president, without being able to tell whether it was rising or setting; at length I have the happiness to know it is a rising and not a setting sun." The work of the convention being completed, it adjourned and after the members dined together, they returned to their homes to lend their influence to have their work adopted by the various states.

### SUGGESTIONS

Why did the people not want a king?

What were the "Articles of Confederation"?

What is the basis of our government?

How did the people show their confidence in Washington?

Difficult words: vied, constitution, escort, revise, adjourn.

### SOMETHING TO READ

Story of the Great Republic.—(*Guerber.*)

### SOMETHING TO REMEMBER

Our constitution was written by representatives of the people.

## WHAT THEY DID AND HOW IT BECAME A LAW

*They Laid the Foundation For Our Happiness*

As soon as the delegates had signed the constitution which they had framed, it was published in the newspapers and people everywhere were talking about it. Some thought that it should be adopted and others thought that it should not. Some thought that it should be sent to the state legislatures with the request that they call a special convention to act upon it. A copy of it was sent to congress and it came near being killed in its beginning. Congress at first did not propose to give its consent to do something that would put its members out of office, but it was finally agreed to send a copy to each state legislature for its adoption or refusal.

As the people began to study it, they were compelled to admit that it had many good features. They learned that it provided for three things which were really necessary. It said that they should have a law-making body which was to make such laws as the people needed. This was to be called congress. Then they were to have an executive, or some one to see that the laws were enforced or executed. This important office was to be placed in the hands of the president of the United States. Then they were to have a department which was to

explain the laws and tell just what they meant. The members of this department were to be appointed by the president and were to form the supreme court and inferior courts. Now it would seem that no one would have opposed so simple a form of government. It was to have only three parts—a law making, a law enforcing, and a law explaining.

The law making body was to have two divisions, the senate and the house of representatives. In order to satisfy the people of the small states, it was decided to give each state, the large and the small alike, two senators. Then the larger states were satisfied by allowing them to have a greater number of members in the house of representatives. These were to be elected according to the population of each state.

The chief executive, or president of the United States, was to be elected for a period of four years by a body of men called the electoral college. The people of each state were to elect as many men to this college as they had senators and representatives. Thus you can see how this important office was to be filled by the choice of the people. The president was to be commander-in-chief of the army and navy of the United States. He could name the men whom he wanted for his counsellors or cabinet, but his choice must be approved by the senate. He was also to have power to make treaties with foreign nations, but here again the senate



must approve what he did. Every step of the government was carefully and thoughtfully worked out and yet the control of everything was left to the people. The greatest freedom was given the people and that was just the thing for which they had been struggling.

It was necessary for nine of the thirteen states to sign the constitution before it would be binding on any of them. The little state of Delaware was the first to sign, but it was almost a year before enough states had signed to put the constitution into effect. The first Wednesday of January, 1789, was named as the time for the election of their president. George Washington was the choice of the people and in April, when the votes of the electoral college were counted, it was found that every vote had been cast for Washington. The new government was at last to be tried. There were no longer thirteen separate states, but there was a strong sisterhood of states to which new states were to be added. New states have kept asking admission to this sisterhood until now the sister states number forty-eight. More than a century has passed since the beginning, but we are still proud of the work of our fathers and the government, which they founded will be maintained by the sons.

## SUGGESTIONS

Explain the departments of our government.

Tell how our president is elected.

Give the names of the youngest states of the United States.

Difficult words: executive, cabinet, maintain.

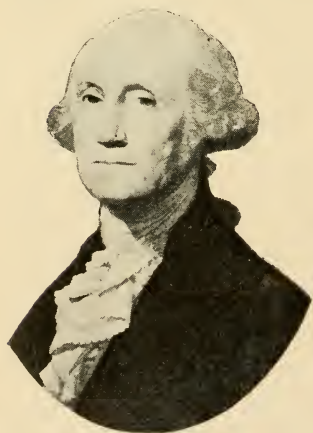
## SOMETHING TO REMEMBER

Our first president was elected in 1789. ·

## GEORGE WASHINGTON, OUR FIRST PRESIDENT

*"First in War, First in Peace, and First in the Hearts of His Countrymen"*

Guns and bells have played an important part in the history of our country. Bells were rung and guns were fired when it was announced that we had declared ourselves independent of England, and when that declaration became a reality the deep-toned bells and the boom, boom of many cannons expressed the joy of the people. On March the



GEORGE WASHINGTON

third, 1879, the battery guns in New York fired the farewell salute to the old government under the Articles of Confederation. The next morning the church bells and the same guns announced the beginning of the new government under the constitution.

The old congress had ceased to exist, but there was little sign of the new order of government. There were only eight senators in the city when there should have been twenty-two, and only thirteen representatives instead of fifty-nine. The

electoral vote for the president could not be counted until a quorum of the new congress had assembled. It was a long and tedious journey for the members of congress to come from their homes to the seat of government at New York. Some came on horseback and others by stage, but none of them were whisked in on electric or steam cars, for we had not then learned to travel in the modern way. Things were done much slower than now, but we must give credit where credit is due, and we must admit that what they did was well done, for the foundation which they laid for our government has stood the test of more than a hundred years.

After about a month's delay, the votes were counted and, as we already know, every vote was for Washington. John Adams had been chosen vice-president. The next day Mr. Charles Thomson started for Mount Vernon to tell Washington of his election. In ten days from this time Washington bade farewell to his home and quiet life at Mount Vernon. As he went to the seat of government, people everywhere tried to show him how much they loved him. His friends and neighbors gave him an affectionate farewell. The old and the young, women and children, gathered along the way to give him greeting, for his approach was heralded by ringing of bells and roaring of cannon. At Baltimore he was escorted through the city with a guard of honor. The governor of Pennsylvania

met him at the state line with a military escort. A beautiful white horse was lead out for Washington to mount and a large procession of cavalry advanced toward the city. Passing under triumphal arches of laurel, he entered Philadelphia amid shouts and cheers.



WASHINGTON  
ON A WHITE HORSE

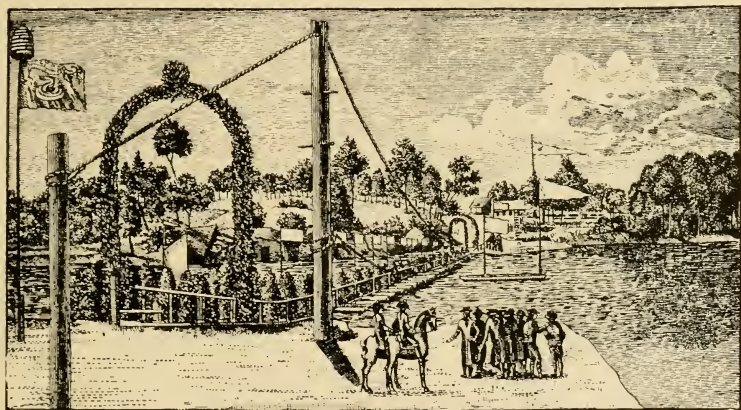
His reception at Trenton was, perhaps, the most affecting. It may have been the memory of other days that moved the tender-hearted hero, but Washington declared that the impression of it on his heart could never be effaced.

Here was the place where, twelve years before, he had crossed this same river filled with floating ice. Here he had watched the camp-fires of Cornwallis in front of him and had resolved to strike the blow which shattered the dream of British victory. It was all changed now. The ladies of Trenton had caused a triumphal arch to be erected on the bridge. It was wreathed in evergreens and laurels and entwined with the green was the motto: "The defender of the mothers will be the protector of the daughters." The ladies of the city gathered at the bridge, and,



as he passed under the arch, girls dressed in white scattered flowers at his feet and sang a song which had been written for the occasion.

His entire journey was a continued ovation, but Washington was not exultant about it. He was somewhat depressed, for he knew that the people



TRIUMPHAL ARCH

would expect much of him, and he already realized how difficult it would be to start the new government. He sent a letter to the governor of New York, in which he told him that a quiet entry would be most agreeable to him, but the people of New York were enthusiastic and they wanted to show how much they appreciated him. Committees from both houses of congress waited at Elizabeth Point to receive him. He went on board a boat built for the occasion. It was manned with thirteen pilots



dressed in white uniforms. As they passed through the strait between New Jersey and Staten Island, other boats joined them, and they passed up the broad bay to New York, a grand array of boats. The ships at anchor in the harbor fired salutes as Washington's boat passed. On board two vessels, were parties of men and women who sang appropriate songs as his boat approached. One vessel, the *Galveston*, a Spanish man-of-war, made no sign of approval until Washington's barge was nearly abreast, when suddenly it burst into a full array of flags and welcomed him with a salute of thirteen guns. At the landing were crowds of people and among them many of his fellow-soldiers of the revolution.

His inauguration was delayed because they could not decide by what title he should be addressed. It was a great pleasure to Washington when it was announced that the title should be simply, "the president of the United States." The good judgment shown at that time has been recognized ever since. On the thirtieth of April, 1789, religious services were held in all the churches at nine o'clock in the morning, and at twelve o'clock troops paraded before Washington's door and soon all filed to the City Hall. Dressed in a suit of dark brown cloth of American manufacture, Washington appeared on the balcony amid the shouts of the multitude which had gathered. In the center of

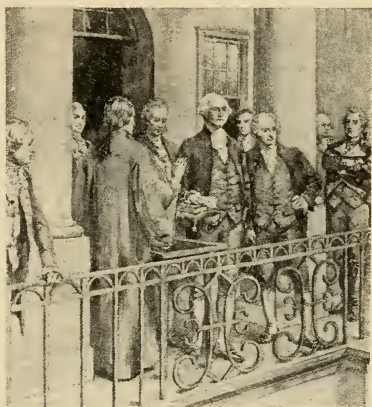
the balcony, was a table on which lay a handsomely bound Bible on a crimson velvet cushion. As Chancellor Livingston, of New York, administered the oath, Washington laid his hand on the open Bible and reverently stooped and kissed it. The chancel-

lor then stepped forward, and, waiving his hand, shouted: "Long live George Washington, president of the United States." The flag was run up and the battery guns rang out the first salute. A French minister who saw and heard the demonstrations, said:

"No sovereign ever reigned more com-

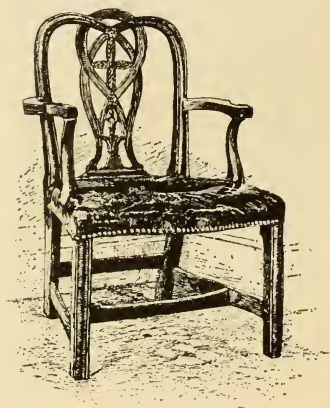
pletely in the hearts of his subjects than Washington in the hearts of his fellow-citizens. Nature, which had given him the talent to govern, distinguished him from all others by his appearance. He had at once the soul, the look, and the figure of a hero. He never appeared embarrassed at homage rendered him, and in manners he had the advantage of joining dignity to great simplicity."

His address to congress was brief, and he tried to tell them that everything which they did was



INAUGURATION OF  
WASHINGTON

important. A short time after his inauguration, he wrote, "I walk on untrodden ground." He realized that he had nothing of the past to guide his course and that what he did would be an example for others to follow. It was a trying time. Questions of seemingly little importance loomed



WASHINGTON'S CHAIR

up until they sometimes seemed to outweigh the important ones. Should the president receive and return calls? Should he mingle freely with the people or hold himself aloof? Should there be pomp and style, after the fashion of the European courts, or should there be simplicity? He wisely adopted the plan of neither extreme. He gathered about him in his cabinet men who were able to advise him. Their ideas sometimes differed greatly, but Washington had the good judgment to weigh and consider everything and then decide.

For two successive terms he served the people as their president. He saw our nation grow and develop. He saw the great war debt lessened and our credit established at home and in foreign countries. He had served his country for forty-five years and he longed for the rest and quiet of

home. Two years after his retirement, the nation's hero passed away, on December 14th, 1799. Two days before, he had gone to a distant part of his estate. A cold December rain came on and before he reached home he was thoroughly chilled. The next day he was seriously ill from a disease of the



WASHINGTON AND LAFAYETTE

throat which had caused him much annoyance. The following day he passed into that peaceful slumber from which neither the call of his countrymen nor the thunder of the cannon could arouse him. There was mourning, not in the United States alone, but throughout the countries of the world, for the name and the fame of Washington was world-wide.

Among generals, statesmen and patriots, he was, as Lord Byron fittingly expressed it, recognized as

“The first, the last, the best—  
The Cincinnatus of the West.”

### SUGGESTIONS

On what occasions in our country have bells been rung and cannons fired?

Tell the story of Washington's inauguration.

What did Washington mean when he said, “I walk on untrodden ground.”?

### SOMETHING TO READ

George Washington.—(*Scudder.*)

### SOMETHING TO REMEMBER

Washington became the first president in 1789.

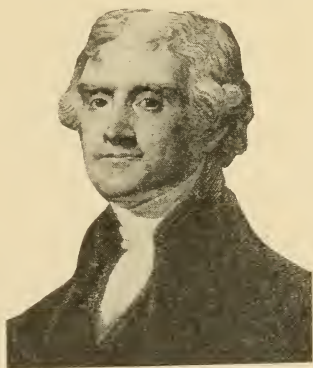


## EXPANSION

THOMAS JEFFERSON

*The Author of the Declaration of Independence*

Thomas Jefferson was a man of peace, who lived in a time of war. He was eleven years younger than Washington and, although he was born in the same state as our military hero, yet he was not influenced by the spirit of war, but by the spirit of peace. He was reared on a large Virginia plantation, and his father was careful that he was supplied with good books and that he learned to ride and to manage a boat on the river. He was early taught to write a good, legible hand and to be accurate in his work in arithmetic. His father used to read to him from the dramas of Shakespeare, the letters of Addison, and the poems of Pope. When he was fourteen years of age, his father died, but his care was not neglected by his mother. It is



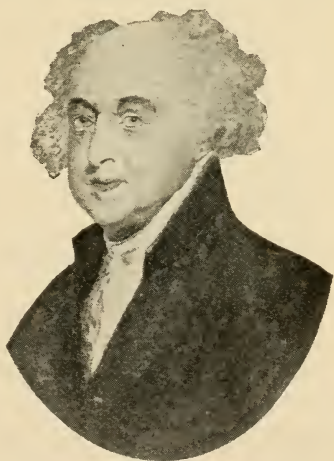
THOMAS JEFFERSON

believed that he received from her his taste for writing and his dislike for strife. When he was seventeen years of age, he entered William and Mary college. Here he had the opportunity to continue his study of music and language, for he was fond of both. As soon as he completed his college work, he began the study of law, which he as persistently pursued as he had his work at college. After he was admitted to the practice of law he soon won a place among the leading lawyers of his time.

Jefferson was not an orator, but his ability, as a writer and a deep thinker, has always been recognized. We will always remember him as the author of the Declaration of Independence. He did his work on it so well that scarcely a word was changed when it was accepted by the committee and adopted by congress. He so plainly stated why the colonies asked for freedom from British rule that the world recognized it as one of the ablest documents ever written. It is not strange that we honor the name of Jefferson. The year after the treaty of peace was signed he was sent as our minister to the republic of France. He was five years in France, so he was not here to help write our constitution. Those were exciting times in France, for a great revolution was threatening that country. Jefferson became more enthusiastic than ever that the best government was one by the people, for the good of all the people.

When Washington was elected president of the United States, he wanted Jefferson to become his secretary of state. This was an honor to be asked to help in starting the new government, for Washington wanted the ablest men in our country to help him. Jefferson would have preferred living at his home, which he called Monticello, meaning little mountain. He finally yielded to the wishes of Washington, and remained a member of his cabinet for five years. At last, tired of party disputes and wranglings, he retired to his home at Monticello. Washington and Jefferson were kindred spirits in the enjoyment of country home life. When he was in France he sent many seeds and plants to be tried in America's fertile soil.

When Washington retired from public life, John Adams was elected president, and Jefferson vice-president. Four years later, Jefferson himself was elected by the people to direct the affairs of the government. He believed in the simple life, for he had seen much of the pomp of court life while in



JOHN ADAMS

France, and did not approve of it. When he was inaugurated president of the United States he did away with all parade. He was the first to introduce leather laces for shoes instead of the conventional buckles which had been so long in use. He introduced our present system of dollars and cents in our money system. He was also the founder of the University of Virginia. Perhaps the most far-reaching event of his work as president was the purchase from France of the vast tract of territory called Louisiana. Jefferson served his country for two successive terms. On the fourth day of July, 1826, while bells were ringing and cannons were booming, the life work of both Thomas Jefferson and John Adams was ended.

### SUGGESTIONS

What great men lived at the time of Jefferson?

Compare the boyhood of Washington with that of Jefferson.

Difficult words: legible, approve, conventional, succession.

### SOMETHING TO READ

America's Story for American Children.—(*Pratt.*)

### SOMETHING TO REMEMBER

Thomas Jefferson was the author of the Declaration of Independence.

## THE PURCHASE OF LOUISIANA

*A Territory Seven Times Greater Than That of Great Britain  
and Ireland*

The purchase of that vast territory called Louisiana was of more importance than anyone at that time realized. Perhaps the men who arranged for the purchase understood it better than any one else, but they could not foresee the millions of people who were to there make happy homes. Up to this time the western boundary of our United States had been the Mississippi river. We did not own even the western bank of this great river, nor did we control its entrance into the Gulf of Mexico. The mouth of the Mississippi and all of the territory lying to the west belonged to Spain, for when, at the close of the war between France and England, France lost Canada and her territory east of the Mississippi, she retained only New Orleans and that unexplored region west of the Mississippi, which was called Louisiana. France had grown tired of trying to have colonies in America,



D'IBERVILLE  
First French Governor



so she decided to transfer all of Louisiana to Spain. Louis XV, who signed the treaty for France (1763), hoped by this means to win the good-will of Spain. The treaty was kept a secret



DON DE ULLOA  
First Spanish Governor

and it was more than five years before the Spanish began to send governors to Louisiana.

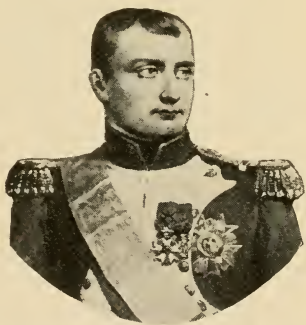
France never ceased to be sorry because she had given up Louisiana. She tried, again and again, to buy it from Spain, but was unsuccessful. When Napoleon Bonaparte became first consul or ruler

of France, he planned for France to again get possession of Louisiana. For three years he worked and planned. Then a definite agreement was reached. For the Louisiana territory France gave Spain a kingdom of at least a million people, which was situated north of Italy. This treaty was made October 1st, 1800. It, also, was kept a secret, for Napoleon did not want England to know that the territory had been transferred to France. It was not long until both England and the United States learned that Louisiana had again come under the control of France. Napoleon was ambitious to build up a great French settlement in America. England was determined to defeat him in this plan.

She immediately sent a fleet of twenty vessels to the Gulf of Mexico. This troubled Napoleon Bonaparte, for he realized how helpless he was to defend Louisiana against the invasion of England.

Our president, Thomas Jefferson, had already sent Robert Livingston to try to arrange for the purchase of the island on which stands the city of New Orleans, and also for the free navigation of the great Father of Waters. At that time we had no hope of getting possession of the territory west of the Mississippi, but we realized how important it was to have an outlet to the Gulf of Mexico through the great river.

Livingston worked untiringly, trying to show Napoleon how useless it was for him to try to plant colonies in America. After a few months, James Monroe was sent to Paris to assist Livingston. The work that Livingston had done was beginning to bear fruit. Even before the arrival of Monroe, Napoleon had announced, "It is not only New Orleans I will cede; it is the whole colony, without any reservation." This was a great surprise to both Livingston and Monroe. At first it was thought to be too great an undertaking for our young republic but it was finally decided that the United States



NAPOLEON BONAPARTE

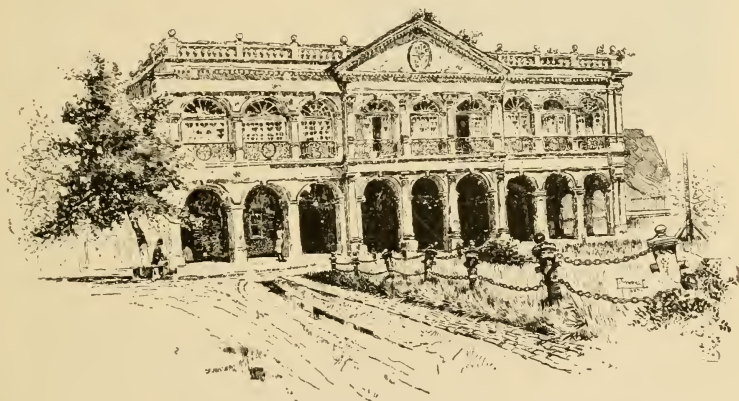
should pay France fifteen million dollars for the territory which they called Louisiana.

The exact boundaries of this vast tract were not known. The difference of a few thousand square miles was not then thought to be of much importance. Our agents were well assured that the eastern boundary was the Mississippi river, from its source to its mouth, but its source was not known. On the north it was bounded by the territory belonging to Great Britain. The southern and western boundaries were vague and uncertain, and here were the beginnings of future troubles.

It was understood that the treaty did not include the territory west of the Rocky Mountains, the northern part of which, sixteen years later, became our territory when we purchased Florida from Spain. It included the land now occupied in part by the states of Louisiana, Arkansas, Oklahoma, Missouri, Kansas, Colorado, Iowa, Nebraska, Wyoming, Minnesota, North Dakota, South Dakota, and Montana. It is stated on good authority that the area of this territory is more than seven times that of Great Britain and Ireland, more than four times that of the German empire. It is larger than Great Britain, Germany, France, Spain, Portugal and Italy combined. It is about one-fourth less than the area of the thirteen original states.

On April 30th, 1803, as soon as the treaty was signed, the three ministers, Livingston, Monroe and Marbois, arose and shook hands. Mr. Livingston,

voicing the kindly feeling that existed among them, said: "We have lived long, but this is the noblest work of our lives. The treaty which we have just signed has not been obtained by art, or dictated by force. Equally advantageous to the two contracting parties, it will change vast solitudes into flourishing districts. From this day the United States takes its place among the powers of the first rank; and the English lose all exclusive influence in the affairs of America."



THE CABILDO IN 1792

As Napoleon laid down his pen, after having signed the treaty, he is reported to have said: "This accession of territory strengthens forever the power of the United States; and I have just given to England a maritime rival, that will sooner or later humble her pride."

While the plans for this treaty were being considered, the people of New Orleans and of the parts

of the then called Louisiana, were living under the Spanish flag and a Spanish governor. It was not until November, the thirtieth, of the year 1803 that Louisiana was formally given by Spain to France. The ceremony took place at the old Cabildo or council hall. The Spanish banner was lowered and the

tricolor of the French placed on the tall flagstaff.



THE CABILDO IN 1914

The excitement about this transfer had scarcely subsided when a vessel arrived from Bordeaux, bringing the news that Louisiana had been sold to

the United States. In thirty days from the time that the French took possession, there was another ceremony. The representatives of Napoleon stood on the central balcony of the Cabildo awaiting the arrival of the Americans. Soon they came, led by Wilkinson, commander-in-chief of the army of the United States, and Claiborne, governor of Mississippi territory. It was then high noon and our representatives were seated at either side of the French minister. He arose and explained the purpose of the gathering. Secretaries then read the treaty in both French and English. Claiborne read his authority from President Jefferson to receive the province. The French minister then gave to



Claiborne the keys of the city, saying so that all might hear: "I proclaim that all citizens and inhabitants of Louisiana are from this moment relieved from their oath of fidelity to the French republic." He then invited Claiborne to take the central seat and he sat at his side. Governor Claiborne assured the people that the United States would receive them as brethren and that their property, rights, and religion would be protected.



C. C. CLAIBORNE

During all the ceremony the great flag of France had been floating at the top of the flagstaff. Slowly now it descended. A French officer received it in his arms, and, wrapping it around his body walked to the French quarters. Soon the "Stars and Stripes" floated to the breeze and the Louisiana territory was a part of our United States.



## SUGGESTIONS

Trace on your map the territory of Louisiana.  
Why was its purchase important?  
Difficult words: cede, advantageous, maritime.

## SOMETHING TO READ

Children's Stories of American Progress.—(*Wright.*)

## SOMETHING TO REMEMBER

The United States paid France fifteen million dollars for the Louisiana territory.



LEWIS AND CLARK EXPLORE THE NEW  
TERRITORY*They Opened the Way For Traders and Settlers*

The great northwest had always been interesting to Thomas Jefferson, who was president at the time of the purchase. Years before, when he was our minister to France, he met a man by the name of John Ledyard, who was trying to organize a fur trading company to have the valuable furs of this section sent to the United States rather than to England. Jefferson proposed to this man that he should go to Kamchatka and then cross the Pacific ocean in a Russian vessel, and explore the interior. He agreed, if Jefferson would secure permission from the Russian empress. This he did, but just as Ledyard was about to start from Kamchatka, near which place he had passed the winter, he was stopped by officers and told that the Russian empress had changed her mind and would not allow him to go. Thus the first effort to learn something of the great west was suddenly at an end.

When the purchase of Louisiana had been completed, Jefferson sent an account of the country to congress. It was impossible then to get accurate descriptions of this unknown country, but we now know that it would have been hard to exaggerate the grandeur of the natural scenery, or the great



YELLOWSTONE FALLS

wealth which lay hidden in the mines, or the possibilities of the soil of this country. He told them that the great prairies were covered with buffalo and that there were bluffs carved by the hand of nature resembling great towers. Congress became so interested in the new territory that it was decided to send an exploring party to trace the Missouri to its source, to cross the Rocky Mountains, or Stony Mountains, as they were called, and then to reach the sea by the streams. This would locate the great waterways which in opening up a new country, were then even more important than now.

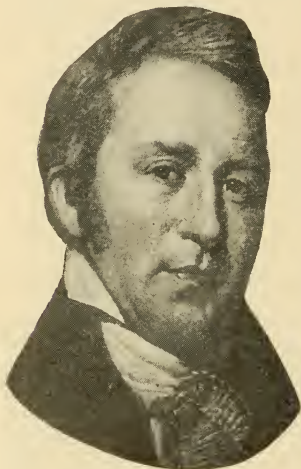


MERIWETHER LEWIS

This expedition was led by two officers named Meriwether Lewis and William Clark. These young men were of good Virginia families and were familiar with frontier life. They were given careful instructions about what they should do. First, they were told to keep a careful record of all they did and all they saw. In order to safeguard their records they were to keep two copies, one of which was to be on birch bark, because it was not



as easily destroyed as paper. They were to make a careful study of the Indian tribes so that it might be easier to establish trade with them. They were to report about the soil, climate, minerals, plant



WILLIAM CLARK

life, mountains, rivers, lakes, and the strange animals that roamed in the forests. On May 14th, 1804, a party of twenty-seven set out from St. Louis, which was then a small village. Their three small boats were heavily loaded with supplies and presents for the Indians. One of the boats was forty-five feet long and had a deck over part of it. The others were open row boats. They

were able to go from ten to twenty miles a day against the tawny water of the Missouri. At first they could see the scattered houses of French settlers and traders, but as they advanced they saw fewer and fewer signs of settlement.

By the 21st of October, they had reached the villages of the Mandan Indians which were near what is now the city of Bismark, North Dakota. Everything told them that winter was fast approaching. The last swans had gone south and the frost hung heavy on the trees until mid-day.

The Indians were friendly and helped them build their log houses. There was plenty of game and they settled down to a quiet winter.

They made short excursions on the frozen river and traveled through the nearby forests, but their greatest entertainment was sitting around the fires and listening to the strange stories which the red men told of hunting and fishing and of the brave deeds of their warriors.

When spring came the party divided, one part returning down the river in the long boat. They put in it specimens of stuffed animals, Indian curios, plants, seeds, salt, minerals and various kinds of soil. For many years these were kept at Jefferson's home at Monticello. The other party continued their course up the Missouri. They went through North Dakota and into Montana. Their journey became difficult, but at last they could hear the distant roar of the Great Falls. They were delighted at the beauty of the scenery and wrote a glowing description of it. It was not an easy task to get the boats and supplies around the falls. They had to be carried eighteen miles on rude wagons, the wheels of which they made out of sec-



MONTICELLO

tions of the trunks of cottonwood trees. They soon came to a rocky gorge, which they named Gate of the Rocky Mountains. Passing through this, they came to the head waters of the Missouri. They had been able to accomplish two things. They had made friends with the Indians and had found the source of the Missouri river, for now this mighty river was nothing more than a brook over which they could easily step.

In a short time they crossed the mountains and came to another stream. They followed this stream for three days and found that it flowed into a larger one, which proved to be the Columbia river. They spent many weeks in finding the mouth of this river. One morning the fog was so dense that they could see only the outlines of the hills and mountains, but suddenly the fog lifted and before them lay the waters of the Pacific. It was now the 7th of November, 1805, and their long journey of over four thousand miles was ended. It was too near the winter season to think of returning, so they planned to spend the winter on the Pacific coast, under quite different circumstances, however, from those under which people now go to spend the winter on the coast.

They prepared their camp, and, as the previous winter, they spent their time in becoming acquainted with conditions of the new country and in trading with the Indians. The winter was mild, and

in March they began their return journey. They reached St. Louis in safety and were received with much enthusiasm. The news of their successful journey spread throughout the country. The report which they gave of the newly acquired territory helped people to understand how valuable it might become. The way was now open for the fur traders and trappers, who were the forerunners of that great army of settlers who have changed the plains to gardens and have torn from the bosom of the earth untold wealth.

### SUGGESTIONS

Trace on your map how Lewis and Clark reached the Pacific Ocean.

Where is Kamchatka?

Difficult words: latitude, grandeur, excursion, forerunner.

### SOMETHING TO REMEMBER

In 1805 Lewis and Clark opened the way to the great northwest.

THE BEGINNING OF THE SECOND WAR WITH  
ENGLAND*The Real War of Independence*

For almost thirty years after England promised to recognize our country as a separate nation, there was continual trouble between the mother country and the new republic. The words of the wise old philosopher, Benjamin Franklin, seemed almost prophetic. Seven years after the treaty of peace had been signed, he said that the war which had closed with the surrender of Cornwallis was only the war of revolution and that the war of independence was yet to come.

It is true that England had said that we were independent of her control, but in many respects she treated us as though we were still one of her colonies. It was a critical time for us for we had not learned to manufacture. It had been our custom to send to England for everything, and she was determined to keep us dependent upon her as long as possible. England was at war with France. This was unfortunate for us for it placed our ships at sea in a dangerous position. England said that we could not trade with her enemy, France, nor with any territory belonging to France. Wherever England found one of our ships she would stop it. She claimed the right to learn what it carried



and whither it was bound. If it were believed that we were in any way violating England's orders, she would take the vessel for her own. England did not even stop with thus damaging our commerce, but she also claimed the right to question our seamen. If she found any that were Englishmen she compelled them to go on board the English vessels. She claimed that an Englishman could not become an American. "Once an Englishman, always an Englishman," was her claim, although we claimed that it was unjust. It wrought great hardship to our commerce, for we had no assurance that the men who manned our vessels would be allowed to take them to their landing.

We had hoped to avoid trouble with France for we well remembered how that country had helped us free ourselves from England. Napoleon was now ruler of France and when he learned what England had done he would not allow our vessels to trade with England. He immediately issued decrees that vessels should not enter or leave British ports and that vessels that allowed British officers to search them should forfeit themselves to France.

It was a choice between surrendering our vessels to England or to France. England had more vessels on the high seas and it is probable that she secured the greater number of our vessels. The only way to insure our safety was to stay in our

own harbors. Our peace-loving president, Thomas Jefferson, thought that it would be best to keep our vessels at home. Congress then issued what has been called "The Embargo Act." This act prohibited our vessels from leaving our harbors. The plan was to injure commerce of Great Britain and France. It ruined our commerce instead. We could not send away the rich products of our fields and forests. Soon there was much complaining about what had been done. Many said that the word "Embargo" should be spelled backward and that it really was an "O Grab Me Act." When James Madison became the new president, congress did away with the old law and made a new one which allowed our vessels to go to any country except Great Britain. It was not long until both Great Britain and France were willing to allow our vessels to trade with their countries. We were much encouraged and thought that our troubles were at an end, but it was not long until it was well understood that England would not allow us to trade with France.

We considered this an insult to our independence. We believed that we had a right to trade wherever we pleased and that the sailors on our vessels ought not to be molested. The motto, "Free Trade and Sailors' Rights," was adopted. It was somewhat difficult to decide whether we ought to de-

clare war against England or France. It would be impossible to oppose both of them. It soon became clear that England was the greater offender for she had continued to hold military posts on our frontier. These she had refused to give up and was constantly stirring up trouble between our pioneer settlers and the Indians. The trouble on land, however, was not the principal trouble, for if war must come, it was to be a sailors' war. It would decide whether our seamen could sail the high seas without being questioned by British officers. It would also decide whether our ships would be safe from the attack of the British.

One night Commodore Rodgers, commanding the American frigate, *President*, was cruising near the coast of Sandy Hook. He noticed a strange craft and hailed it. Instead of a polite answer as he expected, he received a cannon ball in the mainmast of his vessel. Rodgers returned the fire and in a short time the guns of the enemy were silenced. Anxiously, Rodgers and his men waited for the morning. The first red rays of the morning revealed the story. The unknown vessel was found to be the British *Little Belt*. Each vessel turned homeward. The event caused great excitement in both countries. It was a year until war was formally declared, but it was a year of anxious preparation. Four new states had already been made a part of the United States and now Louisiana, the

fifth state was admitted. Thus eighteen states and a vast unorganized territory took up arms against the country from whom the thirteen colonies had declared their independence about thirty years before.

### SUGGESTIONS

Why was this called the "Sailors' War"?

What did England mean by the expression, "Once an Englishman always an Englishman"?

Difficult words: recognize, violate, wrought, decree, embargo.

### SOMETHING TO REMEMBER

The war of 1812 settled the question about American seamen. Their rights have since been respected.

## HOW THE WAR WAS MANAGED

*This War is sometimes called the Sailors' War*

When we could no longer endure England's cruel and oppressive acts, a declaration of war was issued by congress. This was on the nineteenth of June, 1812. As in the war of the Revolution, we planned for one man to act as commander-in-chief of the American armies. General Henry Dearborn of Massachusetts was chosen for this responsible position. He was to be given an army of seventy-five thousand soldiers including the new volunteers. Then the government was to borrow eleven million dollars to meet the expense of the war. This seemed a large offering of men and of money but not too large for the youngest of civilized nations to use in war with one of the oldest and most powerful.

To the north lay Canada, a British possession. It was but natural that this should be one of the chief points of attack. It was finally decided to attack the British at Detroit. While General Hull was getting everything in readiness for the conflict at Detroit, a massacre took place on ground that is now within the city of Chicago. It was then called Fort Dearborn, and was first established in 1803. It stood at the mouth of the Chicago river. There were about fifty soldiers with their families



stationed at this fort. General Hull thought best to have them join his forces at Detroit. A journey of more than two hundred miles through the wilderness was a dangerous undertaking in time of war. Before leaving the fort it was decided to call a council of the friendly Indians. The captain of the fort told them that he was going on a long journey, and that he would give them everything at the fort that



FORT DEARBORN

(By permission of the Illinois Historical Society)

he could not take with him. The Indians were greatly pleased. After the captain of the little band had everything in readiness for the long journey, he destroyed all of the guns and gunpowder that he could not take with him. These were the very things that Indians most highly prized. The next day when the Indians discovered the trick, they were disappointed, and determined to have revenge.

They followed him and concealed themselves behind a low ridge of sand-hills. When the little band from the fort came within firing distance, the Indians rushed out from their hiding and mercilessly destroyed the men, women, and children.

The next day after the fight near Fort Dearborn, the British general demanded the surrender of Detroit. General Hull was in command of the American troops and everything seemed favorable to his success. It is true that there were many more British soldiers than there were American soldiers, but the Americans had by far the better position. Everything was in perfect readiness for the battle when the British general noticed a white flag—a table cloth—fluttering from the American fort. He sent a messenger to enquire what it meant and was surprised when he was told that General Hull had decided to surrender the fort. General Hull not only gave up the fort, but he also surrendered to the British the entire territory of Michigan of which he was the governor. General Hull was severely criticised for thus giving the fort and territory to the British.

This did not put an end to the efforts to go into Canada. The Americans were not as successful with their battles on the land as they were with their battles on the water. Since this was a war for the rights of sailors it was not strange that many of the battles were on the sea. The English people did not consider that the American ships amounted to

much. They said one of the ships, the *Constitution*, was "A bunch of pine boards, under a bit of striped bunting."

Soon after the surrender of Detroit, this same ship, the *Constitution* was engaged in a battle with the British ship, the *Guerriere*, that had thirty-eight guns. In a short contest the *Guerriere* was so



THE CONSTITUTION AND GUERRIERE

disabled that it could do little damage. Captain Hull, who was a nephew of general Hull and who had none of his uncle's cowardice, sent an officer to take possession of the *Guerriere*. The captain of the English vessel was slow to surrender. Captain Hull insisted on a definite answer. He wanted to know whether he should consider him a prisoner of war or an enemy. At last he reluctantly said, "If I could fight longer, I would with pleasure; but I — must — surrender — myself — a—prisoner of

war!" You can find the location of this contest by drawing a line east from Cape Cod and another south from Cape Race. The point where the lines meet locates very nearly the place where the vessels met.

There were many engagements between the battleships of the British and American vessels. Another important one was Commodore Perry's victory on Lake Erie. The English had six vessels on this lake and believed that they controlled Lake Erie. Indeed, England styled herself the "Mistress of the Sea."

The task of building a squadron to fight the English on Lake Erie was assigned to Commodore Perry, then a young man only twenty-seven years of age. He had never seen a naval battle but he had faith in himself and in the men who were to help him. Day after day they worked getting ready the vessels that were to engage with the English. At last they were ready to float their ships over the bar. At sunrise he saw the enemy approaching. Perry understood sailing and he managed to advance with his ships at an acute angle. The British guns were so superior to his that defeat seemed certain. His flagship, the *Lawrence*, was badly injured. When Perry saw that it could no longer be used, he took his flag and ordered his rowers to take him over to the *Niagara*, the ship next in size to the *Lawrence*. With his

flag floating over him, he stood in the stern of the little boat, while every British ship aimed its guns at him. The heroism of that fifteen minutes will never be forgotten by loyal Americans. Flag in hand, he climbed onto the *Niagara*. Then came a turn in the battle for he steered straight for the enemy's line. The next short eight minutes decided the fate of the battle. The once proud British fleet was only a wreck. One after another, the vessels ran up the white flag. The *Lawrence* was still afloat and Perry returned to it to receive the surrender of the British commander.

When it was over, he took an old letter from his pocket, and using the top of his navy cap as a writing desk, he wrote these words, "We have met the enemy, and they are ours." He addressed his message to General Harrison and went about his duties never dreaming that his nine short words would become a part of our nation's history.

In order to draw the Americans from their attacks on Canada, the English decided to attack the cities that could be reached by water. Washington, the capital, was selected for the first attack. The British landed their troops forty miles southeast of Washington. They met with little opposition in their advance. At eight o'clock that same evening they advanced upon the capital. The most valuable records had been removed from the city. Mrs. Madison had carried to a place of safety, the orig-



inal draft of the Declaration of Independence and a portrait of Washington that hung in the White House. The British burned all of the public buildings except the one which contained the patent office and the post-office. This was spared because it held so many models and papers that were valuable to all the world.

It was not long until the British attempted to destroy Baltimore as they had done Washington. Forty British war vessels appeared near this city. They did not find the city unprepared. The people had expected that an attack would be made and had thrown up embankments. Fort Henry bore the heavy part of the attack. The bombardment of this fort gave us one of our national songs. Francis Scott Key, under a flag of truce, had gone out in a row boat to ask for the parole of a friend who had been taken a prisoner. The British admiral detained him. With his little boat fastened to the side of the admiral's flag-ship, he sat and watched the bombardment. When the second morning dawned and he saw by the rockets red glare that the flag was still there, he took an old letter out of his pocket and wrote on the back of it, "The Star Spangled Banner." So well had our brave men defended the fort that the British were forced to give up the attack on Baltimore.

All this time war had been raging on both land and sea. England had decided to bring it to a

close. There was at that time no Atlantic cable and while the good news of the treaty of peace was being brought to us in a vessel there occurred at New Orleans one of the hardest fought battles of the entire war.

### SUGGESTIONS

Explain how the war at first seemed to center about the Great Lakes.

Why did England plan to attack our sea coast cities?

### SOMETHING TO REMEMBER

Memorize a stanza of the "Star Spangled Banner."

## ANDREW JACKSON

*A Hero in the Last Battle of the War of 1812*

We think of Andrew Jackson as a great military leader and then as president of our United States. Before he was either a military hero or president, he was a little boy who grew a little every day. Every day he was developing the traits of character that helped to make him the great hero.

His parents came from Ireland to Charleston at the time when there was great excitement about the Stamp Act. They had known much about oppression in their old home land and they naturally resented any form of tyranny.

When Andrew Jackson was nine years of age, he heard some men talking of a "Declaration of Independence." He did not exactly understand what a Declaration of Independence meant; but as he watched men fashion old saws into swords and melt



ANDREW JACKSON

pewter mugs for bullets he realized that it meant resistance to oppression.

The British finally raided the settlement on Waxhaw creek, where he lived. Both Andrew and an older brother were taken prisoners of war. One day a haughty officer ordered Andrew to clean his boots. The Scotch-Irish blood in this lad of fourteen years recoiled at such a request. Quick as a flash came the response: "Sir, I am a prisoner of war, not a servant. Clean them yourself". The officer struck him with his sword. It was a cruel blow and Andrew carried the scar through the many years of his busy life.

There was by that act an impression made that sank deep into the life of the boy. He had felt the hand of the oppressor. Many years passed and the boy became a man. He grew in influence and power. He was a lawyer, member of congress, farmer, senator and judge. In every position in life he was respected and he was honest.

He had already proven himself a leader and when the war with England broke out in 1812, he was made commander of the forces of the United States in the southwest. The Spaniards in Florida, for Florida still belonged to Spain, sympathized with the British. Jackson told the Spaniards that they should not take sides with either Great Britain or the United States, but should remain neutral. When he found that they would not listen to his

advice, he forced the British, who were in Florida, to leave that part of the country.

While he was engaged in this work, he learned that the British were planning to attack New Orleans. They were so confident of success that the British admiral said, "I shall eat my Christmas dinner in New Orleans". When General Jackson heard of the remark, he said, "Perhaps so, but I shall have the honor of presiding at that dinner."

Jackson put everyone to work getting ready to resist an attack from the great English army. Hundreds of men were set to work digging ditches and throwing up earthworks for protection. One rich cotton owner asked Jackson to appoint a guard for his cotton. "Certainly," said Jackson. "Here, sergeant, give this gentleman a musket and ammunition. No one is better qualified to guard cotton than the man who owns it."

Their work was done none too quickly, for on the eighth of January, 1815, the great army of the king of England began the attack. General Jackson seemed to be everywhere at the same time. He encouraged his men. "Stand to your guns," he shouted to some. To others he cried, "See that every shot tells." In less than half an hour the battle was won. Andrew Jackson had kept the British from entering the Mississippi Valley. His name was on everyone's lips. Congress gave him a



vote of thanks and ordered that a gold medal be given him for his bravery.

Scarcely had the excitement about the victory at New Orleans died away, when the news came that peace had already been declared. Nothing was said in the terms of the treaty about the wrongs done to our commerce or to the rights of our seamen. It was well understood that our citizens and our property would be both respected and protected by the government of Great Britain. It has now been almost a hundred years since that treaty was signed and we have had no cause to complain of our English brothers.

### SUGGESTIONS

Name some of the elements of Jackson's character that helped him to succeed.

Compare the life of Andrew Jackson with that of Thomas Jefferson.

### SOMETHING TO REMEMBER

The battle of New Orleans was fought after the treaty of peace was signed.

## ELI WHITNEY

*The Inventor of the Cotton Gin*

The period of one hundred years following the Revolutionary war might well be called the age of inventions. Many of the great inventions that have helped in the development of our country, were made during that time. First of all in this list is the cotton-gin, by Eli Whitney in 1793. He was at that time a young man, who had just graduated at Yale College. He had gone to Georgia to open a private school, but when he reached there he found the place had been filled by another. Through the kindness of a Mrs. Green, who had become interested in him, he met a number of Georgia planters. They believed that their country was well suited for raising cotton, but the process of taking the seeds out by hand was so slow that it could never be a profitable crop. One person could separate only a pound of cotton in a day and it would be worth only a few cents. Surely here was need for a machine which would do the work more quickly. Young Whitney had never



ELI WHITNEY

seen a cotton plant, but he now visited the fields and watched the pickers, as they separated the seeds from the white, fluffy bolls. He himself picked out the seeds, and, measuring them, noticed how they clung to the beautiful, white fibre. He had always loved to work with machinery, and when a boy had improved many pieces of farm machinery. Here was an opportunity to use in a practical way the knowledge he had. It was not long before he was at work on a machine to separate the seeds from the cotton boll. It was a slow process, for he had to make every thing that he wanted to use, even the iron bars and circular saws. His penetrating mind saw the real need. He planned a machine having a network of wires through which the cotton, but not the seeds, would pass. A set of sharp-toothed circular saws were to turn round and round just under the wires and catch the cotton fibre and pull it through the wires, while the seeds would slide down out of the way. A revolving brush was to keep the saws clean, so that they could catch more cotton.

Before he had his model completed, it became known that he was at work on it and everybody wanted to see it. He did not want to show it until he had completed it and had secured his patent for it. One night someone broke into his shop and took his model. Before he could make another, machines similar to his were being used throughout the south. Those were trying days for the

young inventor. He did not have money to prosecute those who were profiting by his invention. A few years later South Carolina voted him fifty thousand dollars as a reward for his invention. This helped to relieve his distress, but much of this had to go to settle old disputes. He turned his inventive genius to fire-arms for the government, and succeeded so well in making new improvements that he soon had a comfortable living. Although Whitney lost the income which was justly due him, yet he received the honor for the invention which did so much to develop the agricultural interests of the southern states.

### SUGGESTIONS

What is an invention?

Why is Eli Whitney called an inventor?

Explain the principle of the cotton-gin.

Difficult words—profitable, network, prosecute, distress, dispute.

### SOMETHING TO READ

Children's Stories of American Progress.—(*Wright*,)

### SOMETHING TO REMEMBER

The cotton-gin helped to develop agriculture in the southern states.

## ROBERT FULTON

*Inventor of the Steamship*

The same year in which Eli Whitney was born in Massachusetts, Robert Fulton was born in Pennsylvania. He, also, was a child of inventive genius. His first inventions were a mill for sawing marble,



ROBERT FULTON

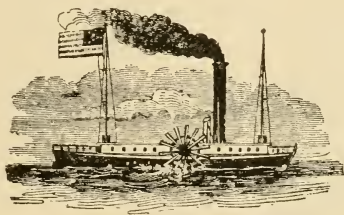
a machine for spinning flax, and a torpedo to be used in war for destroying the enemy's vessels. Other men had been trying to use steam to propel their boats, but Fulton was the first to succeed with the plan. In August, 1807, when he was about to start his *Clermont* on its trial trip from New York City to Albany, great numbers of

people gathered to see the strange vessel. The wheels began to turn, and the crowd, which was prepared either to cheer or jeer, broke forth in the wildest shouts of enthusiasm. The city of Albany, one hundred and fifty miles away, was reached in thirty-two hours.

The use of steam in navigation was now a reality. Many improvements were needed, but the principal had been proven. A few years later congress voted



three hundred and twenty thousand dollars with which Fulton was to build a steamship of war. The next year it was completed, but Fulton was too ill to see the launching of the ship. He did not live to see it tried in war, but even before his death, steamboats were used on many of our rivers. He had done much to develop our country by making it possible to carry the products of the interior of the country to the seacoast.



THE CLERMONT

## SUGGESTIONS

Why did congress help Fulton?

What is a torpedo?

Difficult words—enthusiasm, navigate, launch.

## SOMETHING TO READ

Children's Stories of American Progress.—(*Wright*,)

## SOMETHING TO REMEMBER

Steamboats have helped to carry the products of the interior to the seacoast.

## SAMUEL F. B. MORSE

*Inventor of the Electric Telegraph*

Long ago there were people living in Greece who believed that amber possessed a strange power. They called it electron, for that is the Greek word for amber. Later the word, changed from electron



SAMUEL F. B. MORSE

to electricity, was applied to the same force. It was then found that many other substances possessed the same power to attract, but the name remained unchanged.

Many people experimented with this force, but it remained for an American painter to show how it could be used to send messages. Man has used

many devices to convey his thought from one person to another. The skins of animals, birch bark, the homing pigeons, and written and printed paper have all been used either to preserve or transmit man's messages. Samuel F. B. Morse was the first man to employ the electric current to carry his message. He was on board the ship *Sully*, returning from Europe, when the idea was first presented

to him and before he reached New York he had worked out his plan for an electric telegraph. His alphabet of signs was practically the same as the one now in use.

His painter's brush was now put aside to spend his time in developing his plan for transmitting messages. He had made experiments with electricity, but they had been for mere pastime. Now he was putting into it the best work of his life. It was a difficult undertaking; how difficult he did not at first realize. Again and again his experiments failed. When his instruments would not work, he studied them until he understood the cause of the failure.

The little money which he had saved was soon spent and he again was forced to paint to support his family. He never lost faith in himself, which is one of the elements of success. After three years of struggle, he was able to send a signal on a wire, that he had circled about his room, but he could not get it back again. Two more years passed before he was able to have a duplicate instrument made to use at the other end of the wire. When this was done he could both send and receive signals. In 1837 he demonstrated what he could do and large audiences marveled at his success, but it was not complete, for this was only an experiment, and and he had, as yet, not proven that it would be useful. He appealed to congress to help him, but was refused. Then he went to England, but the

people there were not interested. Some said that news already traveled fast enough, and others thought that it would do harm rather than good.

Samuel Morse was not moved by the words of these people. His courage never failed him. He again petitioned congress and would have again met failure if he had not been experimenting with the "new-fangled invention" in the very building in which congress was assembled. He had strung wire from the basement to the ante-room of the senate chamber. When the question of whether he was to receive aid, was with the committee, one of the members stepped to the little room and both sent and received messages from Morse in the basement. He was convinced and gave his vote for the assistance of Morse. In the closing hour of congress they voted him thirty thousand dollars to build a line from Washington City to Baltimore.

The next morning a young lady, who was the daughter of the commissioner of patents, met him at the breakfast table. She congratulated him upon the passage of his bill. He was quite overcome when she told him that he was now to have money to carry out his plans. He promised her that she should word the first message to be sent over the wire. Eleven and one-half years had passed since he first began to plan on the ocean voyage, but now success seemed very near.

He spent a large part of his money trying to put the wire underground, but he did not succeed.

At last he adopted the plan of stringing the wires on poles with glass insulators to keep the current away from the wood. When all was ready, he sent word to the young lady, whom he had said should send the first message. After consulting with her mother, she sent these words, "What hath God wrought?" It was not long until even the remote countries were in communication with the great, active world. The practical use of the telegraph put to route all fear that the territory of our United States was too large. Some had said that we never could become a powerful nation because the extent of territory was too great. By the use of the telegraph, the states to be carved out of the great northwest were brought within reach of any part of the country. It only remained to tie the two great continents together, which was done in 1866 by the Atlantic cable, and to band together the East and the West, the North and the South, which was done by rails of iron. The Pacific railroad, which came three years after the Atlantic cable, was only a forerunner of the network of roads that now bind together all parts of our country. Both steam and electricity have become the servants of man, but we are only beginning to know their possibilities and their power.



## SUGGESTIONS

What are some of the uses of electricity?

Write or tell about the most useful invention of which you know.

Draw a picture illustrating how the telegraph operates.

Difficult words—electric, experiment, demonstrate, congratulate, practical.

## SOMETHING TO READ

Children's Stories of American Progress.—(*Wright.*)

## SOMETHING TO REMEMBER

“That steed called ‘Lightning’ (say the Fates)

Is owned by the United States:

’Twas Franklin’s hand that caught the horse;

’Twas harnessed by Professor Morse.”

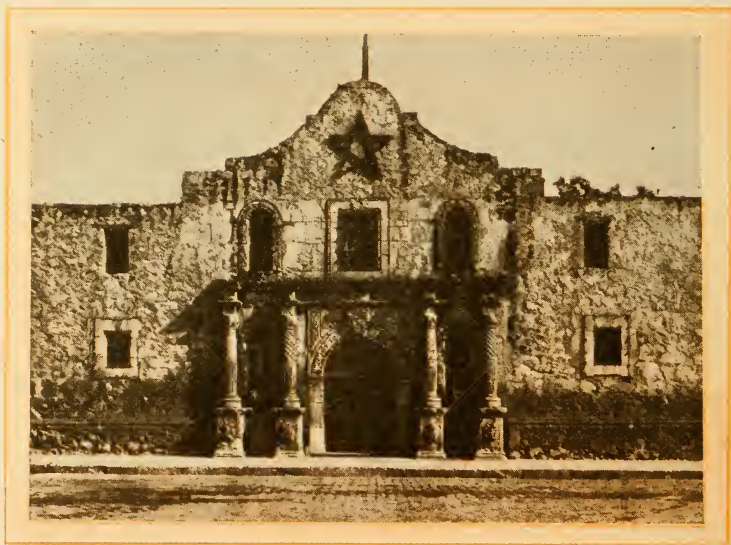
## REMEMBER THE ALAMO

*Texas Became an Independent Republic*

The southwestern boundary of the United States has not always been so well defined as it now is. Long before we purchased Louisiana from France there was trouble between France and Spain about this territory. In order to establish her claim Spain built a number of missionary fortresses or churches between the Sabine and Rio Grande rivers. These old fortress-churches are now in ruins, but there is one of them that is especially important, for it stands as a monument of heroic deeds.

More than two hundred years ago the chapel of Alamo was built. The name means cottonwood, doubtless taken from the name of the trees which grew along the river. The mission was first established in 1700 on the Rio Grande, and was moved to San Antonio in 1718, and to its present location in 1744. After Mexico gained her independence from Spain, she wanted to hold this territory between the rivers, but she was not anxious to send settlers. She gave permission to the American settlers to occupy the land. A man by the name of Austin brought a band of settlers from Connecticut, and in the early years of the nineteenth century many people from Tennessee, Kentucky, Mis-

Mississippi and other states went to make their homes on the broad acres of Texas. Santa Anna, the president of Mexico, was afraid to allow too many privileges to these settlers, for he remembered that they were Americans and were filled with the spirit of liberty. He issued an order that they should



THE ALAMO

surrender all arms. The people of Texas adopted the motto: "War in defense of our rights." Sam Houston was made commander-in-chief of the army of Texas. He succeeded in capturing San Antonio and then the Mexicans determined to conquer the Texans. In 1836 Santa Anna came into San Antonio with an army of four thousand

men. Within the Alamo were one hundred and forty-five brave men of Texas. Colonel Travis was the commander of the little band. Daily they had expected an army to come to their relief, but when help came there were only thirty-two men to share their fate with them. Santa Anna demanded the surrender of the fort, but these brave men preferred to meet death bravely defending themselves than at the hand of their enemy. For ten days and nights the firing continued, until there was not one of the brave band left.

Santa Anna was jubilant over his victory, and turned to follow General Houston, who allowed him to pursue until it was impossible for Santa Anna to receive either help or new supplies. At San Jacinto, while Santa Anna slept, General Houston slipped around him and cut off his retreat.

The place was enclosed by marshes, and when the Texan army had crossed the bridge, they cut it down, thus destroying the only chance of escape. "Remember the Alamo!" shouted the brave Texans as they dashed upon the army of Mexico. The surprise was complete, and as there was no way of escape, the entire army was either captured or slain. Santa Anna was taken captive the next day. Fearful lest he might meet the fate that he had meted out to the brave men in the Alamo, he was willing to recognize the independence of Texas and to take all of the Mexican troops from its territory.

For ten years Texas held her place as one of the republics of the world. Then she sought admission as one of the states of the United States. On the fourth day of July, 1845, the union was accomplished, and, as soon as confirmed by congress, the "Lone Star" state became one in the sisterhood of states.



ANNEXATION OF TEXAS

### SUGGESTIONS

Tell the story of the Alamo.

How did Texas become one of the states of the United States?

What important events have occurred on the fourth day of July?

### SOMETHING TO READ

Stories of the Northwest.—(*Century.*)

### SOMETHING TO REMEMBER

Texas is the largest state in the United States.



## WAR WITH MEXICO

*Our Southern Boundary Became Well Defined*

As soon as Texas became one of the United States, General Taylor was sent with an army to the Rio Grande to defend the boundary. Mexican troops were immediately sent to the Rio Grande, and took up their position on the opposite bank of the river. The Mexican general sent an order to General Taylor to retire within twenty-four hours. This, General Taylor refused to do. It is not possible for two opposing armies to encamp near each other without a show of hostilities. The final break came when a company of Taylor's army was attacked by a body of Mexican troops, that had crossed the Rio Grande into the disputed territory. This was the beginning of the war, for sixteen of the American soldiers were either killed or wounded and the remainder were compelled to surrender.

General Taylor withdrew to Point Isabel to strengthen his position. The Mexicans were exultant, because they thought that the Americans were hurrying to get out of the territory that they claimed. They little understood the spirit of the men who marched under the stars and stripes.

When James K. Polk, who was then president of the United States, heard what had been done, he issued a message in which he said: "War exists and notwithstanding all our efforts to avoid it, exists by the act of Mexico herself." It has always been characteristic of the American people never to do anything in a half-hearted way and if our boundary must be defended, it must be done in the spirit of true Americanism. As in the war of the revolution, someone was needed as commander-in-chief. This responsible position was given to Winfield Scott. The great army was divided into three parts, and to each part was assigned a definite work. To General Kearney was given the command of the army of the west. He was instructed to cross the Rocky Mountains and to take possession of all of the Mexican territory in the north and west. To General Scott himself was given the Army of the Center. He was to go into the very heart of Mexico and subdue it. The third part of the army was given to General Taylor, who was to conquer and hold the territory on the Rio Grande. How well each army did its work is shown



WINFIELD SCOTT

by the well-established boundary line between the United States and Mexico.

General Kearney set out from Fort Leavenworth, which is now a military fort in Kansas. He had under his command one thousand troops. He went toward the southwest until he reached the Arkansas river. As was customary in the pioneer days, he followed the river and came to Santa Fe, after a march of nine hundred miles. This was the outpost of New Mexico, and it surrendered to him. He arranged for the government of this place, and then hastened to the southwest. After crossing the mountains, he was joined by the famous scout, Kit Carson. He explained to him the condition of affairs in the west and north. He told him how John Charles Fremont had been making explorations throughout the Rocky Mountain region and that he had planted the flag of our country on the highest peak of that mighty range. He told him also how this man had passed through the region of the Great Salt Lake and then on to Oregon. He said he turned southward into California. It was there that he learned of the war with Mexico. He realized how feeble was the attachment of the people of this section of the country to Mexico. He had no way of getting into communication with the president or with General Scott, who was commander-in-chief, so he did what he believed was the most loyal thing to do. You will remember that now, as in the revolution,

every citizen of the United States was doing what he could for his country. Fremont's opportunity was exceptional, and he had improved it well. He had gathered around him the frontiersmen of the Sacramento valley and with their assistance he had overthrown the authority of Mexico in the upper and central parts of California.

Carson also told Kearney how Commodore Stockton had captured San Diego and had taken command of the Pacific squadron. General Kearney then decided to send the greater part of his army back to rejoin General Taylor, while he started on with a small band for San Diego.

General Taylor had confined his work to the neighborhood of the contested boundary. He had been successful wherever he had gone and had put the Mexican army to rout wherever he had met it. The severest test came at Buena Vista. The greater part of his army had been sent to aid General Scott. News of this reached Santa Anna and he marched to attack him with twenty thousand picked troops of Mexico. Taylor had placed his army on a high plain, which was protected by deep ravines. It was in 1847 on the anniversary of Washington's birthday, February 22. The day before the principal battle, a Mexican officer came with a message from Santa Anna, and found General Taylor sitting on his white horse with his leg thrown over the pommel of his saddle. The officer inquired of him: "What are you waiting for?" He replied:

“For Santa Anna to surrender.” When the officer returned, Santa Anna began firing on General Taylor’s position. It was suggested to one of his officers, that, if General Taylor surrendered he would be protected. To this came the quick and ready answer: “General Taylor never surrenders.”



SCOTT IN THE CITY OF MEXICO

All day long the battle raged and under the cover of night the Mexican forces withdrew. General Taylor’s work was done, and he soon retired. It now only remained for General Scott to invade Mexico and take the capital, which he did in September 14, 1847. On that day the stars and stripes

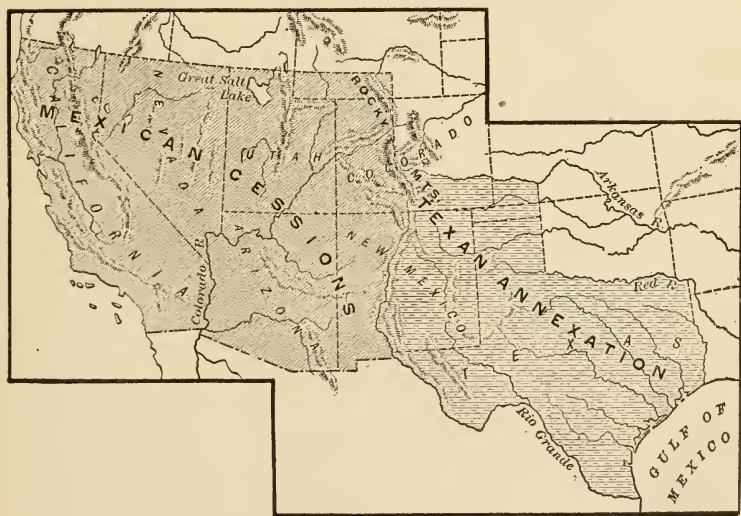


floated over the Grand Plaza and the troops of the United States walked the streets of a foreign capital. Hundreds of Mexicans gazed anxiously at the soldiers who had toiled two hundred miles up the rocky road and had forced their way into the city. Flags of various nations were flung to the breeze asking for protection.

General Scott was careful to protect the lives and property of those who remained in the capital. Santa Anna had fled from the seat of government and could no longer oppose our army. A treaty was arranged between the two nations, which provided that the Rio Grande, from its mouth to the southern limit of New Mexico, should mark the boundary line between the United States and Mexico. The United States also secured nearly all the territory that is now included in the states of New Mexico, Arizona, California, Nevada, and Utah. Mexico was to have returned to her all of the towns in Mexico which our army had captured, and our government agreed to give her the sum of fifteen million dollars. In 1848, on the fourth day of July, that memorable date in our history, President Polk issued the proclamation of peace. There was still a little uncertainty about the boundary of the land lying near the Gila river. Six years later General Gadsden was sent to arrange the exact boundary. We then gave Mexico ten million dollars for a small tract south of the

Gila river. This seemed a large sum to pay for so little territory, but it was wise to satisfy Mexico thoroughly and to fix permanently the boundary line between the two republics.

Sixty-four years after that proclamation of peace, two states, Arizona and New Mexico, carved out of the acquired territory, were admitted to the sisterhood of states. All other parts of the territory had been admitted previous to this time. On July 4, 1912, the United States flag with forty-eight stars was floated for the first time.



THE NEWLY ACQUIRED TERRITORY

## SUGGESTIONS

Locate on your map the Rio Grande and Neuces rivers, also Fort Leavenworth, Santa Fe, San Diego, Buena Vista, Mexico City.

Difficult words—exultant, characteristic, attachment, squadron, surrender.

## SOMETHING TO READ

Century Book of Famous Americans.—(*Brooks.*)

## SOMETHING TO REMEMBER

There are now forty-eight states in our United States.

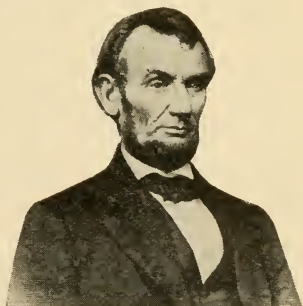
## CIVIL STRIFE

ABRAHAM LINCOLN

*"New Birth of Our New Soil; the First American."*

—LOWELL.

Nature fitted Abraham Lincoln to take his place as a leader among men. He was tall, and the strength of the forest, in which he lived, was in his sturdy frame. He was born in Kentucky in 1809, a few years after the purchase of the great northwest territory. The call to the west kept luring his father farther and farther into the unpeopled wilderness. His father, who had had no school days, planned for none for his children. When Lincoln was a little boy nine years of age, his mother died. He felt keenly her loss and mourned because there was no one to preach her funeral sermon. He wrote a minister who used to travel through their country as he made the round of his appointments. Several months



ABRAHAM LINCOLN

later this minister came and spoke words of comfort above her grave.

In a short time his father again married and the new mother became fond of Abe, as she used to call him. She encouraged him to make the most of himself. He loved to read and she made it a rule never to disturb him while he was reading. Writing paper was hardly to be had in that backwoods country, and Abe used to write on shingles with charcoal the things he wanted to remember. In his shingle scrap album he had his choice poems, funny stories, and historical facts. On one of these shingles may still be read these lines, written in a boyish scrawl:

“Abraham Lincoln,  
his hand and pen ;  
he will be good, but  
God knows when.”

What his hand and pen was to do, no one at the time even dreamed, but the years to come were to unfold the secret.

One day Abraham learned that a man for whom he sometimes worked, owned a copy of the then famous book, Weem's "Life of Washington". He borrowed it and one night, after he had finished reading, he tucked it in a crack between the logs. He was awakened by the patter of rain and found the much-prized book badly damaged. The owner offered to let him keep the book if he would



pull enough fodder to feed his cattle for three days. This, Lincoln gladly promised to do, and thus was purchased the first volume of his library.

His first glimpse of life, other than that of the backwoods people, came when he was nineteen years of age. He made a trip to New Orleans on a flat-boat. When he was almost twenty-one years of age, his father again moved westward. This time he settled in Illinois. He helped his father split the rails to fence a part of the farm. By this time the young man had become of age, and he felt that he must do something for himself.

Lincoln keenly felt the need of a better education. He had improved every opportunity, but his actual school-days had been few and his teachers had been trained chiefly in the use of the rod. Had Lincoln been other than he was, he would never have developed the character that he did. His perseverance, honesty, and desire for greater knowledge acted as a spur to urge him on to greater things.

He was anxious to study English grammar and a village school-master told him of a man six miles away who owned one. Lincoln hurried away to borrow the book and returned before the teacher thought it possible. At that time he was clerking in a small store. He studied this book so thoroughly that he mastered the principles of language.

He found a set of law books, Blackstone's "Commentaries," in the bottom of a barrel which he had purchased. Here again was food for his active brain. He read them and thought about them a great deal. He helped his neighbors by drawing notes, deeds, contracts, and other legal papers. This was the beginning of his legal career. His success as a lawyer was due to his honesty. He became known as "Honest Abe," because he would not plead a cause that he believed to be in the wrong.

His study and practice of law opened a new life of activity for him. He had become acquainted with many people in his state. They had learned to know and understand his broad and sympathetic nature. No man was too poor for Lincoln to plead his case if he believed the cause was right. He once went out of his way to put some young birds back in their nest. At another time when going to try a case, he stopped to help a pig out of the mire. At first he passed it, thinking that he cared neither to spare the time nor to soil his clothes, but the distress of the animal haunted him and he turned back and lifted the unfortunate pig to a secure footing.

Such noble qualities of character could not be overlooked and the people of his state twice elected him to serve in the Illinois legislature. In 1842 he married Mary Todd and they lived at Springfield until he was called by the people in 1860 to become the sixteenth president of the United

States. Never before had there been such a trying time in the history of our country.

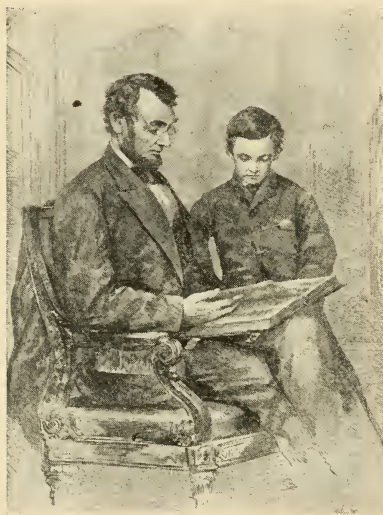
The thirteen original states had now increased to thirty-three. There was no longer any fear of English authority, and the industries and interests of the states had become widely different. The constitution, which had been adopted a little over sev-



LINCOLN'S HOME AT SPRINGFIELD

enty years before, was not understood by all of the states to have the same meaning. Some of the people believed that once a state became one of the United States it could not withdraw without the consent of the United States. Others believed that any state could withdraw from the union when the people of that state so desired. A few months after the election of Lincoln as president of the

United States, seven of the states in the south did declare that they were no longer a part of the United States and formed a new government, which they called the "Confederate States of America". A little later four other states joined this confederacy, making in all eleven states, almost



LINCOLN AT HOME

as many as there were in the thirteen original states. There were many things which led to the estrangement of these sister states, but, perhaps, the most important was the different systems of labor in the North and in the South.

In the early years of our history slaves were owned in all of the states, but as time passed they were not found in any considerable numbers except in the southern states, where cotton was the principal crop grown. Thus the great question of the day came to be an issue between the North and the South.

The new president believed that there should be some way found to settle the perplexing question without arms. In his inaugural address, which at

that time was eagerly read, he said: "Let us at all times remember that all American citizens are brothers of a common country, and should dwell together in the bonds of fraternal feeling." A little over a month after Lincoln had so faithfully promised to preserve, protect and defend the government, the first gun of the great civil conflict was fired. Reinforcements were being sent to Fort Sumter, a military fort of the United States, in the harbor of Charleston, South Carolina. Before they arrived, the fort was fired upon by the newly organized confederacy, and after a bombardment of thirty-four hours Major Anderson was forced to surrender. This was the beginning of that dreadful struggle which lasted four years.

It would be a long story to tell how the brave men of the South and of the North fought and contended for the principles, which they believed both just and right. "With malice toward none and charity for all," President Lincoln had followed the path of duty as he saw it. Emerson said of him, "He was a man who grew according to his need; his mind mastered the problem of the day, and as the problem grew so did his apprehension of it. By his courage, his justice, his even temper, his fertile counsel, his humanity, he stood a heroic figure in the center of a heroic epoch."

Never in the history of our country, had so many thrilling events taken place in so short a time, as occurred during the first fifteen days of the month



of April in 1865. On Palm Sunday, April 9th, the two greatest generals of modern times, Robert E. Lee, commander of the Confederate Army of Northern Virginia, and Ulysses S. Grant, commander of the Federal Army, met each other in the parlor of William McLean, at Appomattox Court House, and arranged for the surrender of Lee's army. This was virtually the end of the war. The roar of the shot and shell had scarcely died away, when a shot from the hand of an assassin brought grief to the nation. On the evening of April the 14th, while President Lincoln was sitting beside Mrs. Lincoln in a box at Ford's theater, the deadly aim was taken and the heart of Abraham Lincoln was forever stilled. He was laid to rest in the old Oak Ridge cemetery at Springfield. Thousands of people came, by night and by day, to look upon the face of our martyred president. Representatives of the army, the navy, and all departments of the government, together with men and women from all walks of life, mingled their tears at his grave.

“Chieftian, farewell! The nation mourns thee. Mothers shall teach thy name to their lisping children. The youth of our land shall emulate thy virtues. Statesmen shall study thy record and learn lessons of wisdom.”

## SUGGESTIONS

Write your own story of Abraham Lincoln.

Difficult words—perseverance, perplexing, fraternal, martyr, emulate.

## SOMETHING TO READ

Abraham Lincoln.—(*Brooks.*)

The Boys' Life of Abraham Lincoln.—(*Nicolay.*)

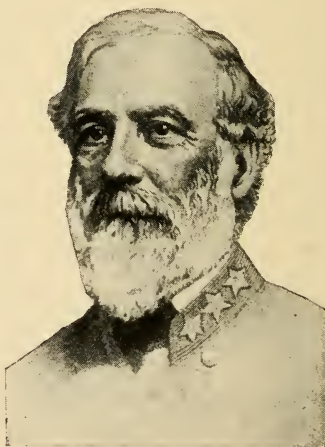
## SOMETHING TO REMEMBER

Abraham Lincoln believed that we should live “with malice toward none and with charity for all.”

## ROBERT E. LEE

*He Led the "Boys in Gray"*

In these far away days, we scarce know the meaning of the terms, "Boys in Blue," and "Boys in Gray." They are poetic expressions for very prosaic facts. "Boys in Blue" refers to the men belonging to the Union or Federal army of the United States, while the "Boys in Gray" applies to the soldiers of the army of the Southern Confederacy. The soldiers of the Union army were dressed in blue and the rank of officers was indicated by epaulets on the shoulders. The soldiers of the Confederate army were dressed in gray and the rank of officers was shown by either stars or bars on the collar of the coat.



ROBERT E. LEE

Robert E. Lee was one of the generals who led the "Boys in Gray." He was born and brought up in Virginia, that state which has been called the mother of presidents. He was reared in the same atmosphere in which Washington lived. His

father was General Henry Lee, whose brave and daring deeds in the Revolutionary War won for him the title of "Light Horse Harry." His boyhood days were spent in Alexandria. His father had been anxious that he should have opportunities for thorough training and education. At his father's death, he became the comfort and support of an invalid mother.

At eighteen years of age he received an appointment to West Point and four years later he graduated, receiving the second highest honors of his class. For many years he served in the engineer corps of the regular army. He married Mary Randolph Curtis, the daughter of Washington's adopted son. They made their home at Arlington on the Potomac. This had been the childhood home of Mrs. Lee, and on the death of her father it was inherited by her. The grounds are now used as a national cemetery, where rest many brave soldiers of the Civil War.

Lee's military training led him into the war with Mexico, where he showed himself a brave soldier. His letters written while in Mexico show his affection for his family, his love of home, and his attachment for family pets.

A few years after his return from Mexico he was appointed superintendent of the West Point Academy. His son attended the academy while he was in charge.

Events leading toward a civil war were fast occurring, and Lee realized that he must make a choice between the two flags. His experience in the Mexican War, combined with his ability and military training, fitted him for leadership. President Lincoln recognized his peculiar fitness and offered him the command of the armies of the United States. He could not accept the offer for he said: "With all my devotion to the Union, and the feeling of loyalty and duty of an American citizen, I have not been able to make up my mind to raise my hand against my relatives, my children, my home." He resigned his commission in the army and hoped to remain a private citizen and to use his influence to prevent the war which was threatening. He could not long remain neutral, and at last he took command of the Army of Virginia, as the Confederate forces, which defended Richmond, were called. From that time until the close of the war, he was one of the leading generals of the Confederate army.

When he surrendered his army to General Grant, he mounted his gray horse, "Traveler," and returned to his home and family. He was offered many positions of influence, but he preferred to accept the presidency of Washington College at Lexington, Virginia. The name was afterward changed to Washington and Lee University. He preferred this work because, he said: "I have led



the young men of the South to battle; I have seen many of them fall under my standard. I shall devote my life now to training young men to do their duty in life."



LEE ON HIS HORSE "TRAVELER"

## SUGGESTIONS

Write the story of Robert E. Lee, using the following topics :

1. Early life.
2. Military leadership.
3. Traits of character.

## SOMETHING TO READ.

Heroes Every Child Should Know.—(*Mabic.*)

## SOMETHING TO REMEMBER

He believed that the greatest thing that he could do was to train young men to do their duty in life.

## ULYSSES S. GRANT

*He Led the "Boys in Blue"*

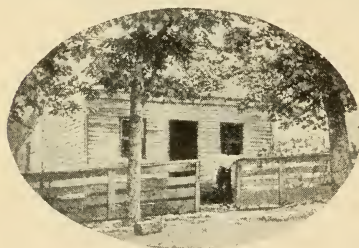
This military hero came from the sturdy class of people which is the main-stay of our country. He was born in Ohio in 1822. He lived at a time when his military training fitted him for service in two wars. When he was seventeen his father secured him an appointment as cadet in the Military Academy at West Point. A military life had no charms for him, and he undertook the work, not because he enjoyed it but because he wanted to please his father. He, himself, tells us that he never



ULYSSES S. GRANT

succeeded in getting squarely at either end of his class. He liked best the study of mathematics. His early experience with horses served him well and he soon became one of the expert horsemen among his fellow students. General Scott one day visited at West Point, and his commanding appearance somehow impressed young Grant, and he felt that some day he would occupy a similar position, although at that time he had no thought of leading a

military life. He was afterwards with General Scott in his march from the sea to the City of Mexico. Grant did not believe the United States should have engaged in war with Mexico, yet he did his duty as a brave soldier. When the war was over he returned to St. Louis and married Miss Julia Dent, whose brother had been a classmate at West Point. For a time they lived at Detroit, but at length he was transferred to the Pacific coast. It was a long journey in those days to cross the continent, and it was thought best that he go without his family, leaving his wife and child at his father's



GRANT'S BIRTHPLACE

home in Ohio. After three years he resigned and came home in July, 1854.

From that time to the beginning of the Civil War, he was engaged in various occupations, but

his education and training had fitted him for a military career, and when the call came for volunteers, he offered his services to his country. He was first appointed colonel of the Twenty-first regiment of Illinois volunteers. He had found the work for which he was fitted. As the war progressed it became known that Grant was the greatest general that the Union army had produced. President Lincoln had been watching his work and one day he sent for him to come to Washington and gave

him command of the Union soldiers. This was a great responsibility to be given to one man, but Grant had already won the reputation of doing whatever he set out to do. His soldiers used to sing:

“Ulysses leads the van!  
Ulysses leads the van!  
For we will dare  
To follow where  
Ulysses leads the van.”

There came a day when he no longer asked his soldiers to follow him in battle. After the surrender of General Lee's army, he arranged to bring the war to an end as quickly as possible. His simple words, “Let us have peace” were voiced by people in all sections of the country. It was accepted and later confirmed by Congress that hereafter in no part of our United States could slaves be owned. Other nations since then have seen the wisdom of this act and have followed our example, until to-day no nation of the world engages in the traffic in slaves.



## SUGGESTIONS

Compare the boyhood of General Grant with that of General Lee.

In what two wars did Grant serve?

Find out what you can about West Point.

## SOMETHING TO READ

Century Book of Famous Americans.—(*Brooks.*)

## SOMETHING TO REMEMBER

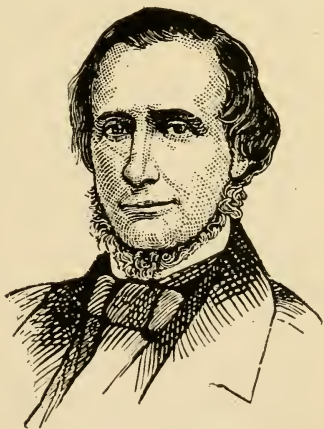
Ulysses S. Grant has been called the "Silent Leader."

# NATIONAL PROSPERITY

## THE ATLANTIC CABLE

*It Bound Together the Old World and the New*

Since the discovery of America no better method of communication with the Old World had been found than that of sending messages on vessels or steamers. The slow going sail vessel had been replaced by the more up-to-date steamer, but even this was slow compared with the lightning rapidity of the telegraphic current. The principal cities of the United States were connected by the Morse telegraph, and as early as 1847, the telegraph was introduced into Germany, and soon its use was spread over the entire Continent of Europe. London and New York were still without speedy communication. It was proposed to build a telegraph line to connect the two hemispheres. A Russian-American telegraph company was formed. The



CYRUS W. FIELD

line was to start at some point in Russia and was to extend to Bering Straits across the wilds of Siberia, where no railroad at that time had been built. That messages could be transmitted under water had already been proved. Professor Morse had stretched a wire under the water from Castle Garden, New York City, to Governor's Island and ten years later a submarine telegraph had been built connecting England with the continent of Europe. It was believed that a short cable might be laid to Russian-America, for Alaska had not then been purchased by the United States. The difficulties to be overcome in reaching the mainland from the remote Aleutian Islands and the undertaking of crossing the Rocky Mountains, where at that time no railroads had been built, were all forgotten in the great desire to connect the commercial centers of the two hemispheres.

All these plans were given up when it was announced that the Atlantic cable had been completed. Several people had believed that the Atlantic cable was a worthy undertaking, but it remained for Cyrus W. Field, to bring the work to completion. He had formerly built up a prosperous paper-manufacturing business in New York, but had retired. He was solicited for funds to help complete the laying of a cable from Newfoundland to the mainland, and became interested in the undertaking, and soon came to the conclusion that Newfoundland was the best starting point for a

cable to Ireland. In London, he organized the Atlantic Telegraph Company and showed his faith in the undertaking by subscribing for one-fourth of the stock. He received aid from both the governments of Great Britain and the United States.

The first attempt to lay the cable was made in 1857. The *Niagara* and the *Agamemnon* sailed from Valentia Bay, Ireland, each carrying one thousand and two hundred fifty miles of cable. All went well for several days but soon came the cry, "Stop her! the cable has parted!" The vessels returned to Ireland and an attempt was made to splice the cable but to no effect. The next year another effort was made to lay the cable. This time the same vessels were used, but they sailed to mid ocean and then spliced the ends of the cable and sailed away from each other, the *Agamemnon* going to Ireland and the *Niagara* to Newfoundland. On the 17th of August, the ends were connected and Valentia, the town of Ireland was in communication with Heart's Content, the fishing hamlet of Newfoundland. "Europe and America are united by telegraph. Glory to God in the highest; on earth peace; Good will toward men," was flashed under the ocean. Other messages followed. The Queen of England sent the following salutation to the president: "The Queen congratulates the President on an undertaking which she hopes may serve as an additional bond of union between the United States and England." To this message, the Presi-

dent responded by saying: "The President of the United States acknowledges with profound gratification the receipt of Her Majesty's dispatch, and cordially reciprocates the hope that the cable which now unites the eastern and western hemispheres may serve to strengthen and to perpetuate peace and amity between the Government of England and the Republic of the United States." The American people were enthusiastic and many declared that the Atlantic Cable was the greatest achievement of the age. Their rejoicing was short lived for in eighteen days the cable ceased to work.

Mr. Fields had used his fortune and funds were not easily available, for our own country by this time was engaged in our great civil strife. A few years elapsed, but all the while Mr. Fields was thinking and planning for another trial. At last a new cable was prepared. Every precaution was taken to make it strong.

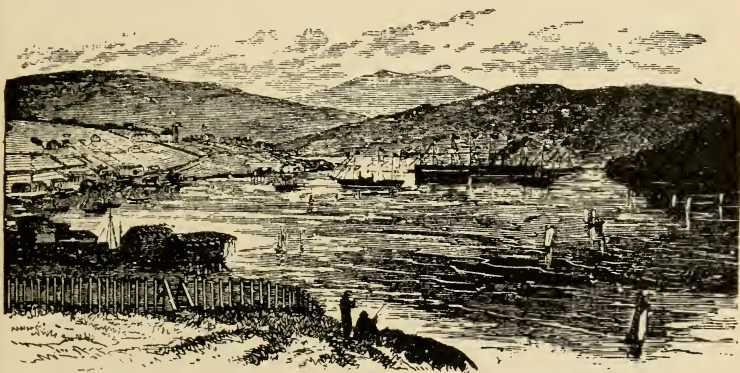
The largest vessel in the world, the *Great Eastern* was engaged to carry and lay the cable. On July 23rd, 1865, the steamer started from Ireland. Everything went well until they were more than a thousand miles from the starting place when the cable parted. Nine days were spent in grappling for it, but to no purpose.

The next year the *Great Eastern* again left Ireland with a new cable on board. In fourteen days, it arrived at Heart's Content. July 27th, 1886, was



a happy day for Cyrus W. Field. He wrote his friends in New York: "Heart's Content, July 27. We arrived here at nine o'clock this morning. All well. Thank God, the cable is laid and is in perfect working order. Cyrus W. Field."

The first European message flashed across the waters was the announcement that a treaty of peace between Austria and Prussia had just been signed. This was a fitting climax for one of the world's greatest achievements. From that day to this there has been constant telegraphic communication between the Old World and the New.



THE GREAT EASTERN AT HEART'S CONTENT

### SUGGESTIONS

Tell the story of the advantages of the Atlantic cable.

Where is Heart's Content?

Where is Valentia Bay?

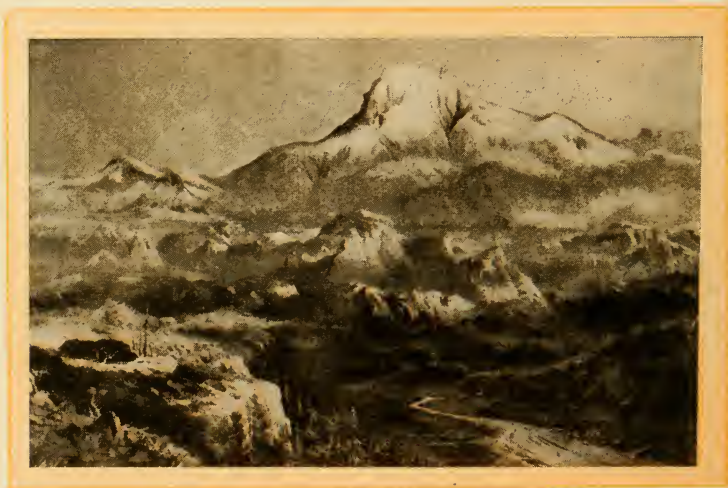
### SOMETHING TO REMEMBER

The Atlantic cable put the United States in speedy communication with other countries of the world.

## THE PURCHASE OF ALASKA

*Russia Sold a Valuable Possession*

Two years after the close of the great civil strife, the United States again enlarged her territory. This time it was at the extreme northwestern part of North America. We had sent men to find out the possibility of connecting the United States



MOUNT MCKINLEY

with Asia by means of telegraphic communication. It was found that Alaska, or Russian America, as it was then called, had great possibilities. The pine and cedar forests were among the finest in the

world, and the fisheries, including the seal island, were valuable.

William H. Seward, secretary of state, began to make arrangements to purchase this new territory. On March 30, 1867, he completed the treaty and we paid Russia seven million two hundred thousand dollars for this territory. It contains five hundred and eighty thousand square miles, or an area larger than the thirteen original states. It



MAP OF ALASKA

is about one-fifth the size of the United States, or nearly equal to the combined areas of the New England, Middle and Southern states east of the Mississippi.

This vast territory is far from being the barren region that it was supposed to be. It is rich in coal,

forests, precious metals, fish, and furs. Its agricultural possibilities are also important.

Alaska has paid for itself many times, and only a beginning has been made in its development. Its annual output of gold is worth more than the price we paid for it.

### SUGGESTIONS

Why is Alaska valuable to us?

What country owned Alaska?

Tell why you would or would not like to live in Alaska?

### SOMETHING TO REMEMBER

We gave Russia seven million two hundred thousand dollars for Alaska.

## TROUBLE WITH SPAIN

*We Gave Cuba the Protection of Our Government*

The mention of the word Spain takes us back to the earliest history of our country. We can well remember with what cruelty and selfishness she planted her first colonies in this country. This same cruel and selfish spirit had been shown throughout all of her associations with her colonists here. As time passed she lost her territory and in 1819 we purchased from her all that remained of her claim to the region now occupied by the United States, but she retained her authority in the West Indies. Her rule there was so oppressive that for many years the island of Cuba was in a state of constant rebellion. In 1895 a part of the people of Cuba succeeded in establishing a native government. Spain, fearful lest it might some day ask for independence, sent over a governor-general who was more cruel and oppressive than any who had ruled before him. He compelled the farmers to go into the towns to live and then he destroyed their crops and their buildings. The Cubans suffered much, but at last their oppression passed the bounds of endurance and they rebelled. They had at their very door the example of the freedom of the United States and it made them long for such a life. Many



people in our country said that Spain should be compelled to treat her subjects more humanely, but while Spain knew that our people felt and thought she was doing wrong, yet she paid no attention to our entreaties. She did not realize that in our country the voice of the people is the highest authority. She did not understand that the people speak and that then the order is made through some official representative of the people.



THE "MAINE" ENTERING HAVANA HARBOR

The order came for the battleship Maine to make a visit to Havana harbor, because American citizens and American interests were in danger. One night in February, 1898, this battleship was blown up, it is believed, by the authority of Spain, and over two hundred and sixty lives were lost. Our government tried to settle peaceably with Spain, but could not succeed. President McKinley sent a message

to congress in which he said, "In the name of humanity and civilization, the war must stop." In April congress formally declared war against Spain. We did not want to make Cuba a part of the United States, but we did demand that Spain make an end of her inhuman treatment of the Cubans. The navies of Spain and of the United States were about equal. The advantage, if any was in favor of Spain, but the men who manned our vessels were superior marksmen and were Americans, which means the embodiment of the world's best manly qualities. We were fighting not for glory or for the extension of our territory, but for the cause of humanity and of the oppressed. The first victory was won by Commodore Dewey who was the farthest from home. He had made every preparation for war while in the harbor at Hong Kong, China. The order was sent him to go to Manila, in the Philippines. That was Spain's great island possession and his instructions were to capture or destroy the Spanish fleet in the Philippines.



GEORGE DEWEY

Commodore Dewey was a man well suited to meet this emergency. He had seven well equipped war

ships and two supply boats. When the fleet left Hong Kong the English sailors cheered and shouted that they were sure that we would win. The flagship Olympia took the lead. The Spanish fleet lay in Manila Bay close under the batteries of Cavite, which was sixteen miles from the entrance to the harbor. At the entrance to the bay were two islands on which were strong fortifications. Commodore Dewey well understood what it meant to meet defeat, for he was nearly eight thousand miles away from a home port. There was no place where he could replenish his supplies. He must win or meet a certain death. Knowing this and understanding perfectly what it all meant, Dewey directed his fleet to enter the harbor. Silently one dark night, with no sound save the throbbing of the engines, the Olympia led the way into the harbor. They were well into the channel before they were discovered. The last vessel in the line sent up a few sparks from the coal it was burning and three shots were fired from the battery on the island.

The American sailors slept on the decks beside their guns while the ships went toward Manila, which is twenty-six miles from the entrance. Dewey had expected to find the Spanish fleet in front of Manila, but he was disappointed. It was not there. He left one vessel and the supply boats in the middle of the harbor while he went in search of the Spanish fleet. It was early morning, May 1st,

when he located the Spanish vessels under the forts at Cavite. As Dewey stood on the bridge of the *Olympia*, he quietly said to Captain Gridley, "You may begin, Gridley, whenever you wish." Everything was in readiness and the firing began. The path of the Americans was in the form of a figure eight. They swung back and forth before the Spanish ships, pouring forth their shells with unerring aim. After the fifth trip in passing the enemy, Dewey signalled his fleet to retire to the middle of the bay. The Spaniards thought that the Americans had given up, but they did not know the character of the man with whom they were dealing. He had simply retired in order that his men might have a little rest. He asked for a report of the loss of life among his men and only six had been injured. The men cheered. After a short rest they returned to complete their work. The *Petral*, one of the smallest vessels in the United States navy did such valiant service that the sailors called her "the baby battleship."

Never had such a naval battle been known. Not one of the Spanish ships escaped. All this had been done without the loss of a single man on the American vessels. The *Baltimore* was the only vessel which had received any injury. Six of her crew had been injured when a shell entered the side of this vessel.

When it was all over, Dewey turned to his staff and said: "I have the finest lot of men that ever stepped on shipboard, and their hearts are as stout as their ships."

When the news of the victory reached the United States, there was rejoicing. In all of our history



CUBA GIVEN THE PROTECTION OF THE UNITED STATES

there had never been anything quite like it, and no one could foresee that within a few weeks a similar victory was to be won off the coast of Cuba. It was said of the sailors on board those ships: "So long as the enemy showed his flag they fought like American seamen, but when the flag came down they were as gentle and tender as American women."



These two battles reduced the Spanish navy. Santiago soon surrendered to General Shafter and in less than thirty days Spain asked the United States for terms of peace. As a result of this conflict, Porto Rico, Guam, one of the Ladrone Islands and the Philippine Islands were given to the United States, and Cuba, for whom the contest was waged, was granted independence under the protection of the United States.

Four years later, in 1902, our country gave Cuba a constitution and withdrew from the island. In 1906 we were compelled to occupy it a second time in order to prevent a civil war. When the Cuban Republic was re-established in 1909, we once more left the island. The spirit of self-government has been a slow growth among the people of this island, and the outcome yet remains to be known.

### SUGGESTIONS

Why did we declare war with Spain?

Describe the scene in Manila Bay?

Difficult words—oppress, humane, inhuman, embody.

### SOMETHING TO READ

The Hero of Manila.—(*Johnson.*)

### SOMETHING TO REMEMBER

The United States stopped the Spanish oppression of the Cubans.

We gave Cuba the protection of our government.

## THE HAWAIIAN ISLANDS

*Our First Island Possession*

For many years it was thought to be an unwise plan for our country to own territory except land on the continent. It even required considerable time for the people of the United States to feel that the purchase of Alaska was a wise undertaking. Nothing more was done to extend our territory for more than thirty years after the purchase of Alaska in 1867.

The year 1898 marks the beginning of our island ownership. During this year we stepped from our mainland and planted our flag on islands of both the Atlantic and Pacific oceans. Up to this time we had owned no land lying within the tropics. Not until we purchased Alaska did we have any land within the frigid zone. Now boys and girls may have their homes in either of the great zones and still live in the United States.

The Hawaiian Islands became a part of our country not by conquest or purchase but because the people of these islands wanted to become a part of our United States. These islands were discovered by Captain Cook, an Englishman, in 1778. The natives believed that he was a god from heaven and they treated him with the greatest honor. They even gave him their priceless royal feather mantle

made from the golden yellow feathers of a little bird. He named the group the Sandwich Islands after his old friend Lord Sandwich of England. The people never adopted the British name, but continued to use the name Hawaii.

The natives of these islands learned to know about our country and other countries through missionaries who went to live among them. Gradually they did away with their idol worship and their savage life. Many people from the United States went to live on these islands. Appreciating what has been done for them, they have adopted as their national motto the following: "The life of the country is in righteousness."

By a joint resolution of Congress, July 7th, 1898, these islands, with a territory a little less than that of New Jersey, were annexed to the United States. On August the twelfth, the same day on which we ceased warring with Spain, formal possession by the United States was taken of these islands.

### SUGGESTIONS

Locate on your maps the islands that belong to the United States.

Why are the Hawaiian Islands so valuable to us?

### SOMETHING TO REMEMBER

Land belonging to the United States can be found in either the torrid, the temperate or the frigid zone.

## THE PANAMA CANAL

*The Land Divided—The World United*

The narrow neck of land connecting North and South America suggests a strange mingling of the fifteenth century with that of the twentieth. Its history goes back to the time when Columbus on his last voyage believed that he could find a strait that would allow him to sail to his long sought India. It remained for the unhappy Balboa, who had come to the Gulf of Darien concealed in a cask, to first cross the Isthmus of Panama, in September, 1513.

—“With eagle eyes

He stared at the Pacific,—and all his men

Looked at each other with a wild surmise,—

Silent, upon the peak in Darien.”

Six years later the city of Panama was founded. This was not the same city that now stands on the Pacific side of our Panama Canal zone. The old city was destroyed by Henry Morgan, the Welch buccaneer, in 1671. An old church tower is almost all that now remains of the old city.

There are ancient legends among the natives of Central America that once there was a waterway across the isthmus and that it was closed by volcanic action. It would make a long list to give the names of all of the explorers who sought the “Secret of the Strait.” When it became known that there

was no waterway from ocean to ocean the Spaniards built a road over which goods could be carried on pack horses from ships on one ocean to those on the other.



THE CULEBRA CUT, PANAMA CANAL

Hundreds of years passed and all the while the rulers of Spain talked and planned for a canal across the isthmus, but nothing was done toward the undertaking. Then came the revolution in Panama. The people of Panama and of the countries on either side of it determined that they would no longer be under the control of Spain. They rose in revolt and established independent republics. It then seemed more likely that some nation could obtain permission to build a canal across the isthmus.



When gold was discovered in California our country became anxious to have a short route to the rich gold fields of the west. We did not then have a railroad across the continent. It was proposed to get permission from the people of Panama to build a railroad across the Isthmus. Our plan was to sail down the Atlantic in our ships, cross the isthmus in cars, and then take the ships on the Pacific that would carry us to these rich gold fields. It was a difficult undertaking, but permission was secured from the Republic of Columbia and after many hardships the road was completed. Those who crossed the Isthmus on the railroad paid twenty-five dollars for a ride of only forty-eight miles. This road connected the city of Panama on the Pacific coast with Colon or Aspinwall, as it used to be called on the Atlantic.

As time passed people began to talk more and more about a canal. This interest was not confined to our country. Many people in France believed that the canal could be built. They selected the famous engineer DeLesseps to take the work in charge. He had already shown his ability by constructing the Suez Canal. A large amount of money was raised and about two-fifths of the work was completed. Through extravagance and mismanagement the people of France lost faith in the undertaking. When the money had all been used, no more could be raised to complete the work.

Early in the year 1904, Panama withdrew from Columbia and became an independent republic. Soon the United States made known her desire to purchase the strip of land through which the proposed canal was to pass. We gave to the new republic ten million dollars for the right of way for the canal and for a perpetual lease of a strip ten miles wide and extending three miles into the sea at either end of the canal. This strip is called the Canal Zone. We were also to have use of all lands outside of the Canal Zone that were necessary for the construction of the canal.

As soon as the official papers were signed the people of this Canal Zone became as truly citizens of our United States as are the people who live in either of our forty-eight states, or our islands of the sea.

After expert engineers had made a careful examination of the canal, the United States paid France the sum of forty million dollars for the work that had been done by De Lesseps. Work on the canal was undertaken in the true American spirit. The Isthmian Canal Commission was authorized by congress and appointed by the president of the United States. To George Washington Goethels, the chief engineer, and his helpers, belongs the honor of accomplishing the greatest engineering undertaking that the world has known. A medal, made from the bronze dredges used by De Lesseps, has been given to each American who worked continuously

for two years on the canal. The canal builders themselves selected the design. On one side is the head and shoulders of Theodore Roosevelt. The other side has a picture of the finished canal with vessels making the long sought shorter voyage to India, and near the top is the motto: "The land divided—the world united."

### SUGGESTIONS

Explain the advantage of the canal to the United States. Why are other countries interested in the canal?

### SOMETHING TO REMEMBER

The Panama Canal made possible the long sought shorter route to India.

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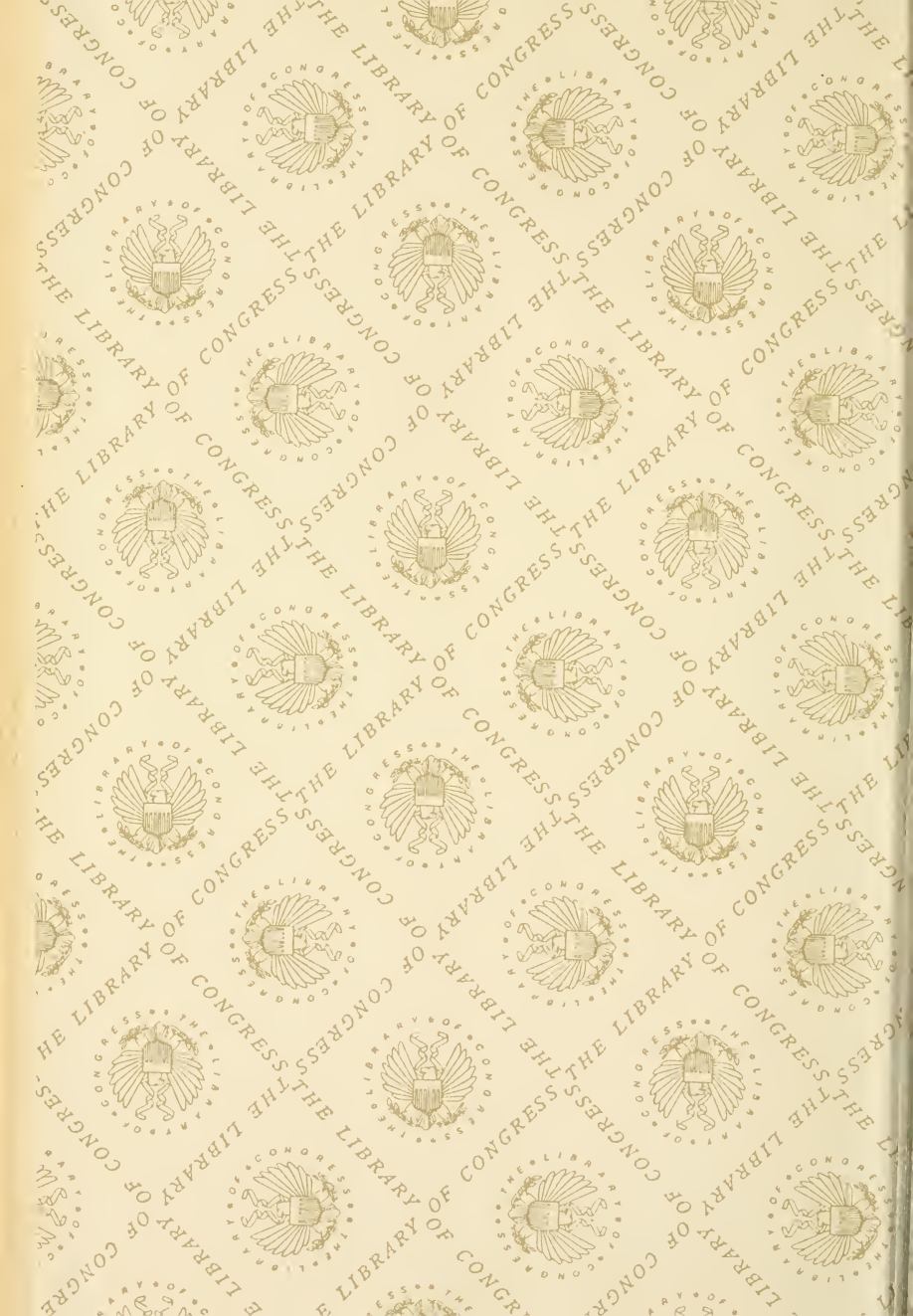
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